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WORK-STUDY FOR SLOW LEARNERS IN OHIO, SELECTED TRAINING MATERIALS FOR USE IN OHIO INSTITUTES ON WORK-STUDY PROGRAMS.

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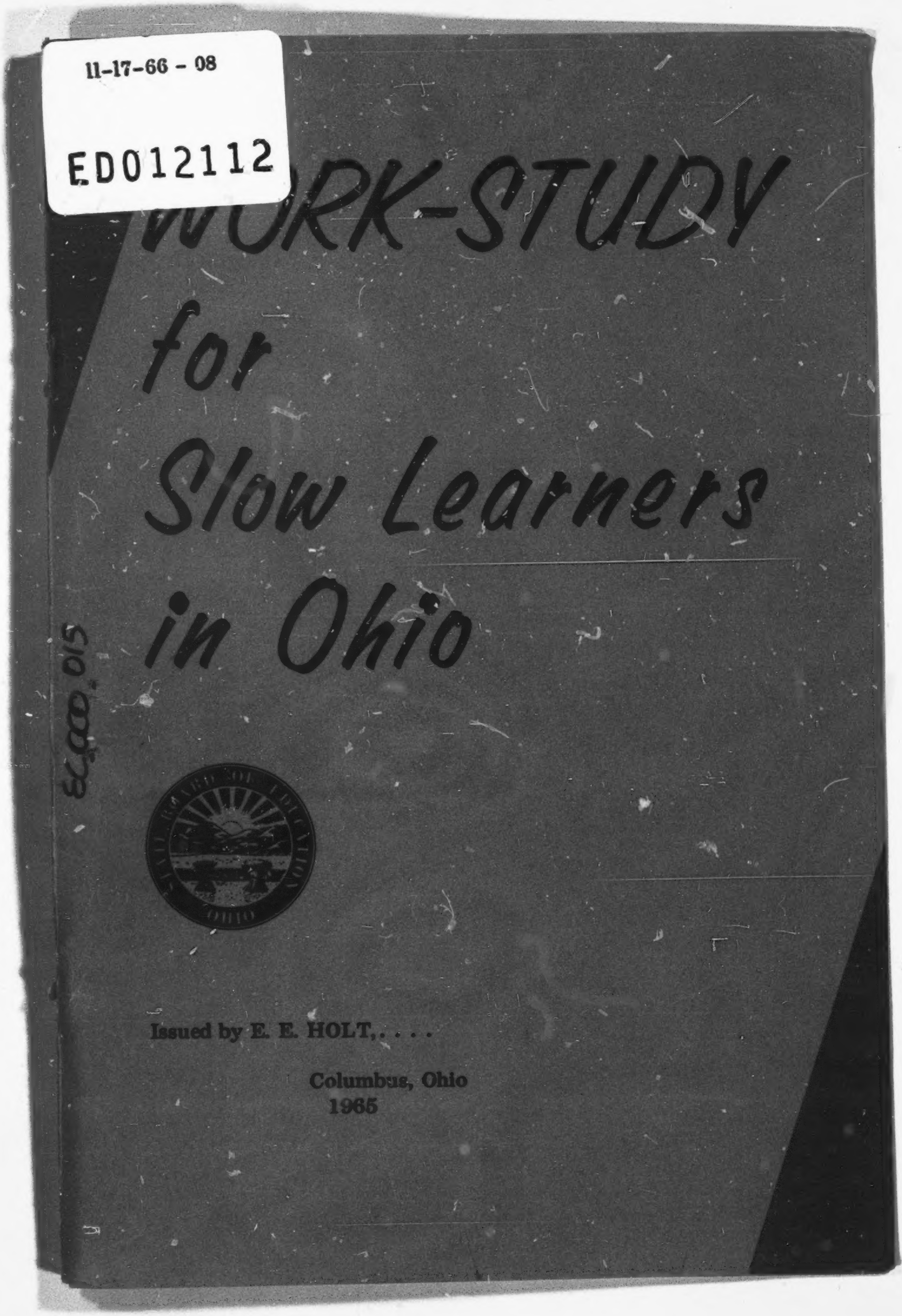
THIS COLLECTION OF PAPERS WAS PRESENTED AT AN INSTITUTE AT KENT STATE UNIVERSITY IN APRIL 1964. VOCATIONAL EDUCATION AND WORK-STUDY PROGRAMS FOR EDUCABLE MENTALLY HANDICAPPED PUPILS ARE DISCUSSED IN RELATION TO THE FUNCTIONS OF THE VOCATIONAL REHABILITATION ADMINISTRATION, THE ESTABLISHMENT AND ADMINISTRATION OF A PROGRAM, PLANNING THE CURRICULUM, FORMING COMMUNITY RELATIONSHIPS, AND THE EVALUATION, PLACEMENT, AND FOLLOWUP OF STUDENTS. EACH OF THREE OHIO WORK-STUDY PROGRAMS (DAYTON, SYLVANIA, AND WARREN) IS DESCRIBED FROM THE POINTS OF VIEW OF AN ADMINISTRATOR, A PRINCIPAL, AND A COORDINATOR. A 58-ITEM BIBLIOGRAPHY IS INCLUDED. (MY)



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WORK-STUDY for Slow Learners in Ohio

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WORK-STUDY FOR SLOW LEARNERS IN OHIO

Selected Training Materials for Use in Ohio Institutes On Work-Study Programs

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1965

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FOREWORD

Vocational Rehabilitation has responsibility for serving Ohioans of employable age, handicapped by disability, to the end that they may become productive and self-sufficient.

Public schools in Ohio have responsibility for educating Ohio children and youth, and for making special efforts and using special methods to educate those with special problems or potentials.

"Education," particularly as it applies to the educable mentally retarded (IQ range 50-75,) must be directed in large part toward the kind of adult adjustment, social and vocational, which will maximize self-sufficiency. Youth achieve statutory employable age while still in school. Thus Vocational Rehabilitation and Special Education share duty and responsibility for serving youth, particularly as such youth approach or achieve employable age.

Mental retardation, almost always present at birth rather than acquired later, gives rehabilitation personnel (teachers, teacher-counselors, coordinators, rehabilitation counselors, and others) the theoretical potential of constructing for slow-learners the kind of environment, instruction, success-experience and practice which lead to positive attitudes, work habits and work skills crucial to successful vocational adjustment. This theoretical potential becomes actual fact to the extent that planners and administrators recognize its worthwhileness, and convince the general public and its representatives (in Congress, State legislatures, boards of education, etc.) that thought, effort, and dollars should go into it.

Work-study appears to be a rehabilitation technique of considerable value in many settings, if it is part of a continuum of special education-vocational rehabilitation service preceding and following it. In Ohio 340 of 799 school districts have programs for slow learners— a total of 1,430 classes populated by 22,000 students. This reflects strong growth in recent years. Practically no high school programs for the educable retarded existed in Ohio seven years ago. Today there are 214 high school classes in 125 school districts. Some of these high schools have added work-study to these special programs, their students spending part of their day or term in real work situations as part of the curriculum. One of these, generally regarded as highly successful, was a cooperative venture of the Dayton Public Schools, the Ohio Division of Special Education, and the Bureau of Vocational Rehabilitation. Although supported initially in large part as an Extension and Improvement Project of the Bureau, it is now, in its fourth year, an integral part of the Dayton Public Schools Program.

To increase interest and knowledge about work-study for the educable mentally retarded in Ohio, an Institute was held at Kent State University in April, 1964, supported in part by a training grant from the Vocational Rehabilitation Administration, U.S. Department of Health, Education, and Welfare. With support from the same source, similar Institutes will be held in March and April, 1965, in other areas of Ohio. It is our hope and belief that such Institutes will strengthen communication and understanding between special education and vocational rehabilitation planners, administrators, and professional practitioners; foster increased use of work-study as an educational-rehabilitation technique; and thus contribute toward Ohio's social and economic well-being by developing productive, self-sufficient citizens for whom positive labels other than "slow-learner" or "mentally retarded" will become apt and appropriate.

Our appreciation is expressed to the authors of the contents of this booklet, all of whom were participants in the Institute at Kent State University in April, 1964, and who have permitted this publication of their papers as training materials for succeeding Institutes. We are grateful, too, to the co-directors of the Kent State Institute, Dr. Miller and Dr. Danielson, who have edited this publication.

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The Role of Vocational Rehabilitation

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Vocational rehabilitation has become a social force of meaning and impact in our current society. The public awareness of this and other social forces has its roots deep in the goals and philosophy of our society. The individual has become recognized as unique, to be treated with dignity and to be considered an integral part of the over-all manpower pool on which we all depend and are a part.

Such concepts of need and worth are the keystones to the acceptance of need and the provision of service for the physically and mentally disabled people in our society. The assumptions of need and of service are at the first glance humanitarian in nature. However, let us not forget that rehabilitation is good business and that the Federal-State program of vocational rehabilitation is an economically sound program. The economic soundness of the program is inherent in this primary goal: to restore to society and the world of work an effective operating member who will become a contributor to national economic growth. It is also sound in the manifold secondary gains, such as removing a person from welfare status, assisting a family with a responsibility problem, and perhaps most important giving a sense of dignity and worth to an individual.

The above remarks relate to all America's handicapped or disabled persons, running the gamut of conditions from amputation to mental illness and from blindness to geriatric problems. The list of conditions needing our attention is long and varied. One of the most widespread disabling conditions on the list which urgently needs our attention is mental retardation. Those of us who have been personally involved in this field for many years have seen a radical and exciting change occurring. Ten years ago little interest was shown in mental retardation on a continuing basis except by a dedicated handful of professionals, and an equally dedicated handful of parents. Five years ago the fulcrum shifted and more people, including professionals and interested citizens, began to show a sustained interest in the plight of the mentally retarded. Today, thanks to the expressed concern of the late President Kennedy, the continuing interest of a rapidly expanding parent group, and the acceptance by professionals of the challenge to work with this forgotten minority, the emphasis on mental retardation has undergone remarkable change. This positive change has taken mental retardation out of the attic of our society and placed it in the school room, in the training center, and on the job where it so rightfully belongs.

But lest the impression be given that we have met, handled and cared for the problem of retardation, let us back up just a bit. Our progress is remarkable, but it has done little more than scratch the surface. More special class programs are needed, more work training programs are needed, more jobs are needed, more structured living situations are needed, and perhaps most important, more information on mental retardation is needed. This latter factor reflects our need for more information in all areas and most particularly in certain critical areas. We badly need a clear-cut picture of who the mentally retarded really are; Where are they?; What do they do?; and a host of other questions. One of the ways we get at such questions is by working together, as interested individuals or in our professional capacities. Cooperation and coordination are most important and will be the subject of later remarks.

For the moment, though, let us look at the Vocational Rehabilitation Administration in historical perspective. This may give some breadth and substance to the program represented by the writer. In addition, it will afford an opportunity to answer some questions as to its operations.

The Federal Vocational Rehabilitation Act of 1920 followed the government's recognition of the need for services to disabled veterans of World War I and offered a level of service to all handicapped civilians. The 1920 Act really did little more than authorize vocational training for the handicapped. The program continued, every three years receiving Congressional renewal, until it was permanently established under the Social Security Act of 1935. The next noteworthy advance came with the passage of the Barden-LaFollette Act of 1943 which authorized: 1) rehabilitation services for the mentally handicapped, a hitherto ineligible group, 2) the use of Federal funds by separate State agencies to care for the blind, and 3) additional rehabilitation services such as physical restoration. To give an idea of the impact of this legislation, more than 280,000 people were rehabilitated in the six years following these amendments compared to 70,000 persons in the first 23 years of the program's history.

The major surge in rehabilitation occurred following the Vocational Rehabilitation Amendments of 1954, "Public Law 565". Now it became possible for State agencies to offer more complete services to the handicapped, to establish a research and demonstration grant program, to institute a training program aimed at combating the shortage of professionally qualified workers, to encourage the expansion of rehabilitation facilities, and to facilitate cooperative programs and activities between the State agencies and non-profit voluntary agencies. As the result of this upsurge there are now vocational rehabilitation programs in each state and territory, as well as 36 separate agencies servicing the blind. It should be noted that many of the State rehabilitation programs are an integral part of the State's education agency, thus allowing for the potential if not the actuality of cooperation.

The Federal agency responsible for vocational rehabilitation in the Department of Health, Education, and Welfare is under the direction of Mary E. Switzer, Commissioner, and is staffed with professionals and experts in all areas where there is a need for planning or consultation. The Vocational Rehabilitation Administration administers the grants-in-aid program to the States which provides technical assistance and furnishes national leadership for the public program. It is upon the cooperative efforts of this Federal-State partnership that the great bulk of the nation's disabled people must depend for the vocational rehabilitation services they require.

To be eligible for services in this public program an individual must have a physical or mental disability which interferes substantially with employment, and must offer a reasonable expectation that after the provision of rehabilitation services he will be able to hold a job. Perhaps the needs of the disabled were most aptly expressed by the late President Kennedy when he stated, "This Administration intends to see that rehabilitation of disabled Americans and their return to active and useful lives is expanded as rapidly as possible. Our Federal-State program of vocational rehabilitation and the cooperating voluntary agencies must be assisted in providing more nearly adequate facilities and services to reach the thousands of persons who become disabled every year. We need their talents and skills if our economy is to reach a high level of performance."

In addition to the Federal-State program which last year rehabilitated over 110,000 individuals, including 5,900 mentally retarded persons, there are other very important areas within the Vocational Rehabilitation Administration. The three-part grant system offers: 1) support of the basic State vocational rehabilitation programs (discussed above), 2) extension and improvement of rehabilitation services, and 3) support of special projects. The extension and improvement grants are made to the State rehabilitation agencies for specific projects. They are made on a matching fund basis (75 percent Federal, 25 percent State) and may be carried over a three-year period. In this group are a number of projects in mental retardation which utilize the services of special education. As an example, in Ohio the Bureau of Vocational Rehabilitation and the Division of Special Education have developed a cooperative program with the Dayton Public Schools to improve services for the mentally retarded. (Editors' note: The Dayton program is discussed in detail in a later section of this publication.)

Special grant projects are generally grants awarded to State agencies or to private non-profit organizations to pay part of the cost of projects for research and demonstration or for the development of special services and facilities. These are projects which hold promise of making a substantial contribution to the solution of rehabilitation problems common to a regional area or several States. The Federal cost is not spelled out, but it is assumed it will only be part of the total cost. In addition, there are programs to assist in the training of personnel such as training grants, short term courses and institutes, and a program of international grants both for research and training. In this category, in Ohio an Occupational Training Center for the mentally retarded was supported in Toledo at the Sheltered Workshop Foundation of Lucas County. In areas outside mental retardation many other projects have been supported. Perhaps prime among these is the research and training center at Western Reserve University's Medical School, one of five such research and training centers in the country in the field of physical medicine and rehabilitation.

It is pertinent to briefly mention that the program in mental retardation of the Vocational Rehabilitation Administration is a part of the much wider Department of Health, Education, and Welfare and all-governmental effort to better serve this segment of our population. The growth in our own program is substantial: from 756 mentally retarded persons rehabilitated in 1956 (out of a total of 65,640 or 1.8 percent) to 5,909 in 1963 (out of a toal of

110,126 or 5.35 percent). If one is concerned with gain in actual numbers of mentally retarded served, this is only a good beginning. However, when we consider some of the specific features of our progress: the steady rise in services provided; the number of professionals who have entered this new area; the increases in employment potential for a hitherto tabu group; and the solid basis mental retardation now has in vocational rehabilitation; the advances are substantial and heartening. As the conference is essentially a State affair you might be interested in the current program in Ohio in mental retardation. In 1963 there were 179 individuals rehabilitated whose major disability was mental retardation. This represents seven per cent of the total number of rehabilitants in Ohio. Ohio ranks in the middle group of states in terms of the rehabilitation of the mentally retarded.

Though there are many areas in which vocational rehabilitation is playing an important role with the mentally retarded, it is timely to stress the new cooperative program of special education and vocational rehabilitation. In the ever-growing concern which agencies and organizations have for preparing the mentally retarded for employment and economic self-sufficiency, the inevitable involvement of the public school system becomes apparent. What kind and pattern of programs should the public schools provide to help prepare mentally retarded youth for employment? How can the community assist the public schools and rehabilitation agencies in this effort? What should be the sources of support for special education? At what place in the special education program should vocational guidance and training be initiated? Barnett, in a 1958 conference in Columbus, Ohio, said: "The American way is to provide adequate school facilities for all children at public expense. If we accept this philosophy, the mentally retarded child is entitled to those school experiences that will enable him to adjust to life in his community and become a contributing member of society."[1] Really this expresses the obligation facing us both in the public schools and in the vocational rehabilitation agencies. It would be pleasant to tell you that the Federal government or someone has the total answer nicely wrapped up in a package for us to use. In reality we must face a long and slow uphill climb towards adequate preparation and service for the mentally retarded. However, we are moving up toward this goal; thus, each program added, each bit of progress can be reflected as a positive gain for all of us.

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[1] W. Kuhn Barnett, "Public School Responsibilities for the Mentally Retarded," in Rehabilitation Service Series No. 507, Washington, U. S. Government Printing Office. 1959.

It is important at this point to stress that our interest should be on the total needs of the individual, not just as a student, or vocational trainee, or a person filling any one of the many roles each of us plays in our total life. This statement may be considered heretical in some quarters, but it appears that the retardate will be best served via a total push program with services provided by persons who have the ability to deal on a broad level with the retardates' problems.

Perhaps our most exciting new program is what we call the B-2 and B-3 selected demonstrations. Selected demonstrations are projects which repeat a successfully applied prototype project in a variety of settings and geographical areas. They are service projects and allow for a region to try a successful program out, usually on a three-year basis. The B-2 is a coordinated program of vocational rehabilitation and special education services for the mentally retarded; the B-3 is a work experience program for the mentally retarded in their last year in school. It is planned that there will be approximately 25 of each of these demonstration grants scattered widely over the country. At the present time there are six B-2 grants and two B-3 grants, with more under consideration.

The B-2 program has as its purpose the demonstration of the effectiveness of a coordinated organized effort by special education and by vocational rehabilitation. Involved is: 1) a comprehensive rehabilitation diagnosis and evaluation of employment potential, 2) actual job try-out and training, and 3) job placement and supervision. It is expected that this program will provide a source for the initiation of improved diagnosis, placement in school programs, and curriculum development for students in special education in preparation for referral to the project. Included where applicable is the introduction of such subjects in the special education curriculum as activities of daily living, work attitudes, social skills, exploration of work concepts, vocational goals, job exploration, and vocational adjustment. Such subjects are introduced prior to and concurrently with referral to the project. In conjunction with the specialized subject matter above which is handled by the project staff, existing special education services of the school district are utilized; i.e., crafts, vocational shops, homemaking activities, and existing programs for job evaluation and training.

The B-3 program is designed to bring together the school and vocational rehabilitation and to add to these an occupational training center as the focus for training. The objective is to demonstrate a coordinated service program between the secondary school, the State Rehabilitation agency, and the community rehabilitation facilities serving the mentally retarded. Specifically, B-3 programs have the following aims: 1) to develop, extend and improve the effectiveness of a concurrent program of school and work experience; 2) to develop guides that could be of assistance to special education and vocational rehabilitation in preparing the mentally retarded for vocational goals; 3) to provide an additional resource for developing student work habits and motivation for work and to utilize these qualities as a basis for successful employment.

Four of the six B-2 demonstrations are in Kentucky Counties, giving an essentially economically deprived area an opportunity to provide vital services. The others are in Eugene, Oregon, and Veago County, Indiana. The B-3 selected demonstrations are located in the Jewish Vocational Service of St. Louis, Missouri, and in the Goodwill Industry Center in Denver, Colorado.

One of the two prototypes used in establishing the B-2 selected demonstration grant was the program funded by the Minneapolis Public Schools to study and demonstrate a means of realizing vocational rehabilitation goals through special occupational training services for high school age educable retarded youth. To summarize briefly, this project was able to provide services not offered before to the retardate. They were given pre-vocational evaluation, guidance, concentrated vocational preparation, and supervised placement experience on competitive jobs. Those who could not succeed with this were channeled to other resources. Long term follow-up was needed to determine the significance of these services to the eventual economic and social adjustment of these students. In addition, the project provided basic objective information on the problems and needs of the adolescent retardate. It was able to serve forty students at a time, drawing an *N* of 423 with an age range of 16-21 and a mean IQ of 77. Forty-four per cent of the boys were on regular full-time employment and 29 per cent of the girls.

This is one of a number of examples which could be cited. This is today, but what about tomorrow? We must alter some preconceived ideas, expand policies and concepts held and fostered by leaders in all the fields serving the mentally retarded, and most importantly continue our efforts using the team approach. As Dr. Seidenfeld[2] and others have pointed out, we no longer have the luxury of compartmentalizing and departmentalizing our services. The child between ages four and sixteen is no longer, if indeed he really ever was, the exclusive domain of the educational world. For in these growth years are founded work attitudes, the ideas and concepts of work and all that it implies.

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[2] Morton A. Seidenfeld, "Mutual Responsibilities of Special Education and Rehabilitation," in the Proceedings of a Conference at Highland Park, Illinois, October, 1961, Washington: U.S. Government Printing Office, 1963.

We should begin to think of team work in rehabilitation extending into the formative years as well as adult life. Training in good work habits begins in childhood, not in adult life. A retardate who fails to develop habits of promptness, dependability, and attention before age 16 has little chance of acquiring them in the years that will follow. Work habits are especially important to a retardate. Occupational failure will more frequently be due to poor work habits than any actual lack of work skills. Inability to read, inability to adapt socially, and inappropriate behavior on the job are all deficits that contribute to work failure. And here again we return to the role of the school, for it, more than any adult training program, has the resources, time, and at least partial responsibility for this wide-range pre-vocational training.

The need is clear and the challenge has been raised for schools and vocational rehabilitation agencies to work together. Can we rise to meet this challenge? I would say that we can—and must.

General Principles of Work-Study * Programs

Marvin Beekman
Director of Special Education
Lansing Public Schools

The topic this morning has been an interest of mine for many years. Some of the issues to be considered can be stated in these basic questions: Why should we have work-study programs for mentally retarded youngsters in a public school setting? Have we been practical in meeting the needs of these youngsters within our educational programs? There is at least some basis to suggest that we have nearly segregated such students out of society. In the public schools, segregation is borne out of misunderstanding and imperfect realization of the cultural and interpersonal problems mentally retarded youth face in a school and society which does not really accept them.

One cannot help but wonder if such well-meaning misunderstandings cannot also be seen in international relations. Perhaps our difficulty in understanding the cultural beliefs and problems of the educable retarded youngster can be illustrated by an analogy from a foreign policy problem. In dealing with the Japanese, for example, it is important to know that a basic prerequisite for friendship is to make the friend indebted to you. The friend becomes so involved in personal obligations to you that he could not refuse you a favor when the time comes for you to ask it.* Our international competitors, the Russians, understand this basic cultural belief on the part of the Japanese. Therefore, when the Russians go to the Japanese and say we will give you ten billion dollars but you must, in return, do this and this and this, the Japanese accept the money and obligations gladly because the contract is consistent with their social beliefs. In contrast, when the United States makes the same offer but demands nothing in return, the arrangements are so foreign to the Japanese that the whole contract must be viewed with suspicion—a suspicion that the United States will surely be back to ask a real favor at some later time.

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* Address given at Kent State University, April 15, 1964.

Isn't this our problem, too? We don't really understand the culture of these youngsters or the nature of their interpersonal relationships. We haven't even accepted the fact that they can live within their own peer group in the public school. Why have we approached the problem of mentally retarded students in our schools with so much misundertanding and suspicion? Perhaps a short historical digression will be enlightening on this point.

There has been an interest in the educable mentally retarded (in Ohio called the "slow learner") for the past fifty years. Our approach in the past has been to segregate these youngsters—we have even built palaces dedicated to the slow learning children so they can live all by themselves, supposedly perfectly content and happy. We have spent years talking about the *disability* of these children; we have never had time to talk about their *ability*. We have not taken the time to help them develop what they could do because we were much more concerned about what they couldn't do. Yet we sent them away in this undeveloped state to shift for themselves in the adult world of work. The situation was well stated recently by H. V. Cobb: "It is only a short time ago that the climate of public opinion toward the handicapped is beginning to swing from a policy of isolation in the community to a policy of social inclusion within the community."[1]

There will be agreement here that handicapped children, both physically or mentally handicapped, are a major underprivileged group in our society. They suffer not only from poor schooling as children, but from poor job conditions and poverty as adults. They are forced into underpaid jobs no one else wants. They are commonly shut off in the fringe areas of society to fend for themselves in the school and community. The Biblical injunction, "love thy neighbor," is not interpreted to include the retarded, the emotionally disturbed, the crippled. They are really aliens in our land. What have we as educators done about this state of affairs?

One thing we have done as a result of misunderstanding the problem is to set up isolated classrooms. In many cases we have isolated them not only by rooms all located in one section of a building, but even in separate elementary schools where the youngsters could never leave or move into a grouping so they could learn to function with their peers. It has been estimated that 66 percent of the handicapped children served are included in elementary schools. This does not include the mentally handicapped youngster who has had few occasions to observe and participate in adult groups in a secondary school situation. This is the group we will concentrate on today.

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[1] H. V. Cobb in an address before the Workshop on Counseling the Mentally Retarded, State University of Iowa, May, 1960.

As we attempt to solve the problems of these youngsters, let us first look at the question, what is the educable retarded or slow learning child? We will all agree that this is not a unitary thing or disease entity, but rather subject to multiple causative factors, not the least of which are education and social deprivation. Kalman[2] argues that it is a symptom, an end product of a variety of processes and causes. Research in recent years has shown that tested intelligence is only one aspect and, within the 50-75 IQ range, is probably the least important factor. Several years ago, Neuer[3] reported in his study of 300 mental defectives that cultural and emotional disturbances might account for the large educable group. The lesson we can learn from the research is this: for all practical purposes, *a person is mentally retarded only insofar as his handicap interferes with his ability to function in the society in which he lives.*

When we think of the retarded student functioning in the community it is important to remember that his retardation is a relative state. An individual can function on both a retarded and non-retarded level depending on the situation he faces at any given time. Many of you can illustrate this point by citing cases of youngsters who operate at a depressed level intellectually and academically, but at a highly competent and competitive level in the mechanical skill areas.

Kanner recently made a point which is highly relative to our argument here. He said, "In fact one may look forward to the time when the borderliners, the subcultural or the relatively feeble minded, if adequately prepared educationally and vocationally might be taken out altogether of the category of the intellectually retarded."[4] A person in the IQ range above 65, not otherwise damaged, can then be classed as normal rather than deficient if he can be trained in a variety of much needed occupations and therefore become a useful member of the community. Now that we have had the experience of carrying such children from kindergarten through high school, one cannot help but feel that perhaps the whole concept of mental retardation should be re-defined along the lines of functionalism and individualism.

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[2] H. R. Kalman, "Challenge or Failure," *Social Work*, Vol. 3, 1958, pp. 37-42.

[3] Hans Neuer, "The Relationship Between Behavioral Disorders in Children and the Syndrome of Mental Deficiency," *American Journal of Mental Deficiency*, Vol. 52, 1947 pp. 143-147.

[4] Lewis Kanner, in a paper read at the Cassville Training School Seminar, Kingston, North Carolina, 1960.

If we accept the above implications, many interesting questions are raised involving the educational problems of these children. Perhaps the most important question is whether we can justify a work experience program. Yet, if we examine the nature of work, we see that people work because it satisfies certain basic needs. As the child grows into the adult, his need satisfaction outlets change from the family to the job. This is one thing that we have often ignored in education today—work is a basic need. Maslow includes "the need of adulthood, the need of work,"[5] in his four level operational scheme for human behavior along with biological, safety protection, and socialization needs.

When we consider work experience programs at the secondary level, we therefore are on solid ground indeed. Work experience programs constitute more than just an activity, more than just busy work. Apart from the remunerative aspects, it becomes a measure of respectability. This is probably the first time that the youngster can see himself in the image of being able to carry his own weight along with fellow workers. It becomes a social relationship in which he can express his own needs and individuality. But it is even more than that: it furnishes an avenue of communication with the elite majority, the people who work for a living. Work experience for the retarded student becomes a measure of self-respect and personal worth, apart from its intrinsic value as a means for his livelihood.

One cannot separate retardation from the social effects of retradation. Most high school youngsters are well aware that they have limitations. Even more than their peers, slow learning youngsters are aware of their limitations and have a feeling of low self-worth. This is coupled with problems of rejection or overprotection at home and a school situation where his achievements are considered failures. This is the situation which exists for many of our slow learning youngsters. It is our responsibility to recognize the situation and to face the problems realistically. One of the things we can do, for example, is to recognize that it is not enough to provide manual skill training unless it is combined with training and retraining the youngster to get along with people, to adjust to the community, to give and take with his fellow human beings.

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[5] A. H. Maslow, *Motivation and Personality* (New York: Harper, 1954).

As the importance of personal attitudes and habits in the life adjustment of the retarded is recognized, certain deficiencies in the curriculum for such students begin to stand out clearly. Many schools, for example, have simply tried to dilute the regular school program in the hope that the retarded child can then get something from these offerings. To some extent, this is like solving a Vitamin C deficiency by giving less vitamins. What the child with limited ability needs is not less of the same dose, but also some supplemental medication. Things such as personal appearance, usually learned by the average child in the process of living, cannot be left to chance with the retarded child.

How then do we decide what should be contained in a curriculum for the mentally handicapped youngster? First, we must be sufficiently flexible to disengage ourselves from the three "R's" long enough to recognize the importance of a job in the total life adjustment facing the student. This is not to say that academics should be minimized, only that they be kept in their proper prospective. A realistic program for the slow learning child is based on: 1) assessment of attributes needed for job success, 2) continuous individual appraisal to measure the child's growth in attaining desirable work attributes, and 3) a curriculum designed to meet the individual needs of students, based on the continuous appraisal process. If we cannot adequately supply manual skills training in the school, it is going to have to be done in an on-the-job work experience program. If the individualized student program calls for on-the-job training, it means the school has the responsibility for job finding and supervision. To put it another way, the school must be committed to a program whereby the youngster is encouraged and assisted in learning the humps and bumps as they proceed over the trail to adjustment in the community.

Although it is not intended here to discuss at length the implications of the school program, it is pertinent to mention that in our ten years with a work experience program in Lansing, we have learned that a major area of concentration should be in the development of good personality and good work habits, as well as providing a source of motivation aimed at building a good self-image. We recently finished a ten-year study of the whys and wherefores of work experience programs for the educable retarded in our community. It was found that ninety per cent of the youngsters that were lost in the programs did not get into special education classes until they were in the seventh, eighth, or ninth grades. By that time, the negative self-image tends to be so firmly imbedded that our efforts could not change them into a motivation pattern leading to a transfer from school to a work training situation in the community. The conclusion is this: the program should start in the elementary school to build and grow with the child.

The building of complete and realistic programs takes the support of school personnel. You, in public education, must be able to stand up and to prove that the kind of program you are running for these youngsters is worthy of respect from the rest of the school system. Some place along the line you, as an educator, have to develop enough dignity and respect to submit a program involving work training in the curriculum which leads to graduation. The program will have to stand in the same light as any other vocational program in operation within your school system. You will not get this kind of support working through back doors. It is safe to assume that we have all grown to the point where we can prove that a program in special education can have its worthy place in a public school program, providing you provide the kind of curriculum to make your program respectable in the eyes of education.

After the high school curriculum is established, consideration must be given to other needs of the limited ability student. Allow them to take part in all of the activities your school offers, including athletics, band and the social activities. They can live with their peer group. If any of you doubt this, it can be proven from actual operation. They will be rejected only so much as you force it upon them.

As your program develops you must train teachers to help evaluate these children. One cannot depend on an IQ test for job placement. An IQ will not tell you whether a child is going to sweep up all the dirt on the floor or just half of it. You will need to have modes of observation and trained observers of the work and personality patterns of the youngsters. Your staff members will have to be able to assist the student in making self-evaluations of his own behavior patterns. If you have these factors and use a rehabilitation approach, the result will be successful job placements and a successful work-study program.

Where does vocational rehabilitation fit into this program? It will fit in whatever way you want, depending on the sophistication of your own school system and how much of the job placement and the job supervision you are able to absorb. The philosophy of vocational rehabilitation was impressive enough for me to accomplish a degree in that area several years ago. Use of the rehabilitation philosophy of job placement is essential to a work-study program. A shotgun approach to placement of limited ability students simply will not work. In using the rehabilitation philosophy to job placement, it is essential that you know the job candidate's interests, abilities, work patterns, and motivations. With this knowledge, you then find a job which fits the needs of the student.

If your school system is not ready to absorb this part of the rehabilitation process, then use your local Bureau of Vocational Rehabilitation office. Ask them for the help of a counselor to provide guidance and direct assistance on job placement. Hopefully the day will come when you are able to include this aspect into the school work-study program. Despite the fine support given by vocational rehabilitation, remember that they must serve adults in all disability groups and are therefore limited in the assistance they are able to provide. The fact is that you are in part responsible for the work habits and work patterns of your student candidate for a job. Placement in a job should therefore be considered an integral part of the school program. If we remember that this area of responsibility is ours and then admit that rehabilitation philosophy and assistance may be needed in helping students make the transition from school to work, we will have reached a working compromise.

What can you do in your community to fortify the work-study program? Remember that adjustment in the community is not solely a vocational rehabilitation problem or solely a school problem. Helping retarded youngsters over the hump from school to community requires community assistance. Look around your community for an interested service club or organization that will help you. Ask these men to 1) interpret the problems of your student to the community, 2) help in developing job placement opportunities, and 3) play a supportive role in the task you are attempting to perform. It is admittedly difficult to find businessmen who will take the time and effort to knock on doors and find jobs; you will probably not be able to get full support for this type of activity. We were most fortunate ten years ago to find a group who were willing to devote their time to this type of activity. They did such a terriffic job that today we would no longer have to depend on them. This group of men have given a great deal of community support to the work experience program of the public schools. In the beginning, they walked in and enlightened industry on the problems of limited ability students, convinced key personnel that there is a level of work in every industry that such students can do successfully and sold employers on the idea that the job placements would be profitable.

The service club has now reoriented itself to giving individual support to firms who cooperate with us. This is done through an old and well tested sales technique. These businessmen carry small cards with them which carry a message of appreciation from the club to the employer who has hired one of our students. Cards are left at restaurants and other places of business patronized by club members. It does not take more than a half dozen cards to generate attention that there are businessmen interested in these employers and the support they are giving the school program.

The key to involving businessmen from the community is to recognize that, in asking them to give, you will also be required to give of yourselves. You must provide a source of inspiration and sell the youngsters in your program. We in education probably use the sales approach with less effectiveness than any group in the nation today. Here are some things you can do to promote the work-study concept in your community: be ready to provide true life stories of your successes; put out a bulletin with a short bibliography of a youngster, with a description of his school program and how he had adjusted in the community. It won't take you long to build up successful cases of this type. Don't be afraid to sell your products. You will have plenty of time later to sit back and enjoy the reflected glory of your students' success in the community.

You may be interested in some of the things we have learned in our experience with work-study programming. Ten years ago when we suggested that perhaps the retarded could be retarded in the morning but not in the afternoon, critical eyebrows were raised. When we said that these youngsters may be academically retarded, but could function in other areas at the same level as other children, we received a similar negative reaction. Today, however, we can stand up to our critics with ten years of proof that the vast majority of these youngsters can become contributing members of the community so long as we have done our part in training, building good self-images, and developing satisfactory work patterns. From a small beginning in 1954 with thirteen children, we have, over the ten-year period, worked with 615 educable retarded children. These children would never have been in high school if it had not been for our work experience program. We have graduated 248 children, lost 213 for various reasons including moving and marriage. Thirty-eight students were lost before graduation because they felt the job they were placed on was more important than a high school diploma.

Our data on the "failures" have some interesting implications. Approximately three-fourths of those we lost before graduation had not been in the special education program before the seventh, eighth, or ninth grade. The IQ's of these youngsters were in 73-79 range, leading one to suggest that we lost our best potential, if IQ was the sole criterion. Of those students who started in special education by the third grade, only fifteen percent were lost—despite the fact that most of these youngsters fell into the 50-60 IQ range, needed a more sheltered work situation, and were not ready for the world of work. Of the total number of students lost, 92 per cent had parents who did not complete high school or had no interest in their children coming to school. A number of these parents were also not interested in the child's future or even whether or not he came to school dirty or on time.

To summarize briefly, here are some of the things we have learned in our experience with a work-study program:

1. We have found no test that will judge whether a youngster will succeed or fail as he enters high school. It is our belief that good teacher observations in areas such as perseverance, punctuality, and patterns of work and personality are the best criteria for judging the limited ability youngster's capacity to adjust in the world of work.
2. IQ's are not reliable indices of success. It is far better to look at the behavior, emotional stabilization and motivation patterns in trying to predict job adjustment. We are convinced that many youngsters are so highly motivated that they overcome obstacles which would cause a normal youngster to fail. In addition, reading level is not a reliable predictor of success or failure in holding a job.
3. There is also good evidence to suggest that the work patterns and habits that lead to failure on the job are the result of training received between the home and school.

Turning to high school work-study programs, here are several recommendations you may wish to keep in mind as you approach the task of establishing a work-study program in your school system:

1. Early identification is essential to make possible a long term program leading to the building of a positive self-

image for limited ability students. If special education is instituted early, the youngster will have a foundation on which to build the basis for a contributory role in his community.

2. In the elementary school, training in the acquisition of work habits and skills can be an integral part of the elementary reading and writing programs. Elementary teachers can help to build good work habits by requiring limited ability pupils to work up to their potential in classroom work.
3. It is important to develop a program which incorporates a close identification between the retarded student and his peer group. Efforts should be made to avoid letting such children "disappear" in the school system.
4. The philosophy of rehabilitation must be absorbed in the areas of supervised work experience and adjustment to work experience. It is neither wise nor practical to ignore the philosophical orientation gained through decades of experience in working with handicapped people.
5. Last, but perhaps most important, it is essential that community educators provide and promote the kind of dignity that programs for the educable retarded deserve. If the program and its students are not a respected part of the school system, there is no reason to believe they will become incorporated as contributing members of society.

In closing it should be restated that we must look beyond the child's intellectual deficit, and let him develop whatever potential he may have—educationally, mentally, and emotionally. Let us enrich his personality by providing him training aimed at competence in independent living and social adaptability. Let us place the child first and his deviation last. Let us stop worrying about his deviation and talk about his abilities. Let us look at the problems of this type of handicapped child in connection with his total personality structure. A good school curriculum can provide the experiences necessary to provide our retarded youngsters with the competence and confidence they will need to achieve full citizenship in our society.

Curriculum Implementation For The Work-Study Program [*]

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My topic, as stated in the program, is: "Curriculum Implementation for the Work-Study Program." This subject is of considerable importance to all teachers of mentally retarded children because it is the teachers who, in their day-by-day work with these boys and girls, provide the learnings and skills which will, in large part, determine the level of adjustment of these children.

There has been a considerable amount of activity, during the past decade, in the preparation of special curriculum guides for use in programs for the mentally retarded. As special educators have acquired more knowledge of the learning characteristics of these children, they have generally agreed that a differentiated curriculum is essential if the education of retarded pupils is to be most meaningful. "Watered-down" versions of regular grade curriculums have been found to be unsatisfactory as vehicles for the education of the less intellectually endowed segment of our population. The curriculum must be tailored to the specifications imposed by the handicap. The learnings must be realistically fashioned within the framework of the abilities, needs, and interests of these handicapped boys and girls.

In this discussion we will define curriculum as including all learning experiences under the direction and supervision of the school. Consequently, we will be concerned not only with the more formal aspects of the instructional program, but also with the variety of less structured experiences that occur throughout the school day.

In developing an educational program for the mentally retarded the first task is to determine the goals to be achieved. Curriculum planners generally agree that the basic goals for these boys and girls are the same as for other children. The primary differences are the addition of specific objectives, the lowering of the ceiling of expected attainment and modifications in the methods of instruction.

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[*] Address given at Kent State University, April 15, 1964.

The curriculum may be structured in one of many forms. Goldstein and Seigel[1] devised a guide built on ten life functions which persits througout the life of the individual:

1. citizenship
2. communicating
3. home and family
4. leisure time
5. management of materials and money
6. occupational adequacy
7. physical and mental health
8. safety
9. social adjustment
10. travel

The Detroit Curriculum Guide[2] was designed around four areas of living which contained the informational aspects of the instructional program: 1) home and family, 2) health and safety, 3) democratic group living, and 4) vocational. To allow for different levels of pupil development and to provide for a recurrence of the concepts frequently enough for good learning, the cycle method of presentation was utilized. Outlines for three levels were prepared —one for the early elementary, another for the later elementary, and the third for the secondary pupils. Thus, many of the concepts and ideas in the curriculum are introduced at the primary level and repeated in the intermediate and advanced levels. A concept presented at the primary level and reintroduced at successive levels is developed each time in relation to the pupil's increased maturity. The information is presented in sequential steps so as to provide for the orderly growth of pupils, each successive step carrying the pupil to new heights and wider horizons.

At this point it might be helpful to take a look at the post-school adjustment of mentally retarded youths and adults. Are they able to become vocationally adjusted, and, if so, what types of jobs can they perform successfully? What are the factors effecting vocational adjustment.

Many follow-up studies have been reported. Generally, the findings show that, under ordinary circumstances, many of the educable mentally retarded youths obtain and hold jobs although they tend to change positions more frequently than the non-handicapped. Depending on various factors, from sixty to ninety per cent of these individuals are employed at least part of the time. The majority are capable of partial self-support and from one-fourth to three-fourths, depending on economic conditions, of total self-support. Furthermore, the evidence shows that the mentally retarded have nearly the same opportunity for employment during good economic conditions as normal persons, but in periods of economic depression are much less successful. It has been said that they are the last to be hired and the first to be fired as economic conditions change.

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[1] The Illinois Plan for Special Education. *Curriculum Guide for Teachers of Educable Mentally Retarded* (Danville, Illinois: Interstate Printers and Publishers, Inc.)

[2] *A Curriculum Guide for Teachers of Mentally Retarded Pupils*, Vol. I, II, and III, Detroit Public Schools, Detroit, Michigan, 1959.

Investigators have also been interested in determining the kinds of jobs in which retarded individuals are most likely to succeed. It is obvious that the limitations of these handicapped persons would prohibit their successful adjustment in the higher levels of work where advanced education is required. Research by Fryer[3] and others revealed that a fairly high positive correlation existed between intelligence and vocational success at various occupational levels. Evidence supports the conclusion that the retarded are most likely to succeed in jobs at the unskilled and semi-skilled levels.

From January, 1957, through June, 1959, the Detroit Public Schools, Wayne State University, and the Wayne County Training School cooperated in a comprehensive follow-up study of 400 mentally retarded youths who had been previously enrolled in special classes. Two hundred had graduated from the Detroit special education program and 200 from the Wayne County Training School. Following is a list of the jobs most frequently held by these boys and girls after having been out of school for several years: 1) stock boy, 2) factory worker, 3) clerk, 4)restaurant worker, 5) baby-sitter, 6) car washer, 7) messenger boy, 8) caddy, 9) shoe shine boy, 10) laundry worker, 11) domestic helper, 12) gas station attendant, 13) truck driver-helper, 14) armed forces, 15) stock handler, etc. It will be noted that, in large part, these jobs are classified as unskilled or semi-skilled.

Two years ago the Department of Special Education in Detroit was awarded a financial grant from the Vocational Rehabilitation Administration to conduct a demonstration-research project to determine the effectiveness of an intensive work skills education and placement program for mentally retarded boys and girls residing in a low socio-economic area of Detroit. Following is a list of some of the jobs obtained for these boys and girls: 1) butcher helper, 2) mechanic helper, 3) cook helper, 4) busboy, 5) dishwasher, 6) porter, 7) nurses aid helper, 8) car washer, 9) short order cook, 10) stock handler, 11) tire repairman, 12) gas station attendant, etc. As in our other study we are finding that these youths have the best chance for employment in the simpler types of jobs. A number of these entry jobs are at the helper level.

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[3] Douglas Fryer, "Occupational Intelligence Standards," *School & Society*, Vol. 16 (Sept. 2, 1922), pp. 273-277.

Special educators have also been interested in determining the factors which contribute most significantly to employability of retarded youth. Almost without exception, inquirers in this area have found that the level of intelligence within this group is not an important factor in influencing vocational success or failure. The author studied 44 mentally retarded boys with contrasting employment records to determine those factors which seemed to effect employability. The findings showed that, although the average IQ for the first employment group was slightly higher than for low employment group, the difference in IQ levels between the two groups was not significant at the .05 level.

Among all of the variables contributing to vocational success or failure, personality traits stand out as the most significant. Important factors include: 1) ability to stick to the work without giving up easily; 2) dependability; 3) honesty; 4) getting along with fellow workers; 5) being on time; 6) appropriate reaction to authority; etc.

Although evidence is not clearcut, it appears that emloyment also depends, in part, on at least a second grade achievement level in reading and arithmetic. Without at least minimum skills in these subjects youths find it difficult to manage their personal lives in such a way as to obtain and hold a job in our complex society. Similarly, skills in practical arts assist these individuals in adjusting to the world of work. Knowledge of the world around us, of health and safety rules, and the wise use of leisure time can directly and indirectly contribute to successful vocational adjustment.

Two actual case histories of boys who graduated from special classes in Detroit are presented below to illustrate how some of the factors mentioned above may contribute to the vocational success or failure of retarded youth:

> J. O. was born in November, 1935, of Mexican parents who had come to Detroit in 1928. Both parents had little education, and according to the reports, did not learn to

speak English for some time after arriving in the U. S. The father obtained a divorce when J. O. was five years of age, leaving the mother with nine children. J. O. was fifth from the eldest. Shortly after the father left home the mother invited a "week-end boy friend" to help support the family. This man bought coal and food thus supplementing the ADC support the family was receiving.

The relationships between the mother, the "boy friend", and the children appeared to be good. They respected and obeyed the mother and called the proxy father "Daddy". From all reports the family life was congenial and friendly.

The family resided in one of the old neighborhoods in Detroit classified in the lowest socio-economic level. Juvenile delinquency and crime were prevalent. In spite of this J. O. never joined a gang nor became delinquent. The mother stated that he was rather shy and retiring and spent most of his time in the home.

Although the family income was limited, J. O. was always neatly dressed. Apparently the mother was able to provide adequate meals for the children since J. O. appeared to be well nourished and healthy.

J. O. entered a public school at the age of six years. Although the average intelligence level of the pupils in this school was somewhat below normal, he was unable to do satisfactory work and was required to repeat the B1, A2, and B3 grades.

J. O. was referred to the Psychological Clinic at twelve years of age because of his repeated failures and low scholastic achievement. It is possible that he would have come to the attention of the clinic examiner sooner except for his good behavior in the classroom. The teachers noted that he was quiet and caused no trouble. The psychologist reported that he was a "mannerly and extremely shy boy, lacking in self-confidence and seemingly nervous. He approached each portion of the intelligence test in an apprehensive manner afraid to try because of the possibility of making a mistake." The test results were: CA 12-2; MA 6-3; and IQ 51. He was recommended for placement in a special class and was transferred to a boy's school in October, 1948.

J. O. remained in the same school for three years. During this interval he obtained average ratings on the six personality traits, good citizenship marks, and above-average ratings in shop work. On the other hand, the teachers noted that he was lacking in self-confidence and needed constant encouragement to complete his school tasks. His growth in achievement was quite limited. At the time of his entrance into the special class he scored at the second grade level in reading and arithmetic. Three years later he had gained less than one grade level.

After reviewing the boy's school and clinic records the psychologist noted that he was shy, withdrawn, and preferred to work by himself. The psychologist concluded his report: "These personality characteristics will handicap J. O. on a job in spite of his noted exceptionality in handwork and shop. He will become discouraged too easily... Will probably quit work rather than stick with it until he becomes experienced."

J. O. and his mother were interviewed in July, 1957, five years and eight months after the boy terminated school. During this elapsed time J. O. had been employed on seven different jobs for periods ranging from eight months to one and two days. He worked as a laborer with construction companies on the last five jobs he held. Out of the total of 68 months that J. O. was eligible to work he had been employed approximately seventeen, or 25 per cent of the time.

The mother told the interviewer that the laborer's job in construction was very dangerous and lay-offs frequent due to jobs being completed and the company's preference for older workers. Because the father had been permanently disabled due to an accident on a construction job the mother preferred that her son work in other less hazardous occupations. J. O., however, said that this was the only kind of work he knew how to do.

While J. O. had failed to establish a good post-school employment record he had made a fairly adequate adjustment in other life areas. Even though he had been idle for nearly 75 percent of the time since leaving school he had never engaged in any delinquent behavior. The mother reported that J. O. spent most of his time at home helping around the house. He was courteous, obedient, and thoughtful of other members of the family. He participated in no community activities except attending church regularly. Perhaps, because he lacked self-assurance and was shy, he felt more comfortable in the protective environment of the home than in the less benign circumambiency of the neighborhood.

A careful look at J. O.'s early life history and school record provides some clues for predicting his early post-school employability. In the first instance, his rate of growth in reading and arithmetic was below expectancy. Our subject progressed less than one grade during the three years of attendance at the special school. Second, J. O.'s ratings on the six personality traits were mediocre. Throughout his school career the teachers noted his lack of self-assurance, need for constant direction, and poor judgment. The report of one teacher expresses the consensus

> of the numerous notations found in the school records: "J. O. is rather silent and very sensitive, shy, and withdrawn. Has poor judgment and if . . . he makes mistakes resents correction or help, then acts 'tough' to compensate . . . Makes no independent effort."
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> Third, J. O.'s home life, while affording him understanding and protection, failed to give him the needed opportunity for identification with a father figure. The loss of his father, at age five, and the presence of an extralegal "boy friend" could hardly be considered beneficial to the development of J. O.'s personality and character.

This first study illustrates how school and home factors may lead toward poor work adjustment. The second case history gives us another type of home and school program.

> R. S. was born January 14, 1936—one of twin boys. The parents, native Americans, owned their home in a community of average socio-economic level. The father had enjoyed steady employment for many years as an unskilled laborer in an automobile company. The mother remained at home as a housewife while the children were small. Although neither of the parents had graduated from high school the father had completed the eleventh grade and the mother the ninth.
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> Unlike many parents of mentally retarded children, both the father and mother appeared to accept the limitations of their sons without undue resentment. They neither rejected nor overprotected them, but attempted to provide for their physical and emotional needs as normally as possible. The mother was especially cooperative with the school and the father frequently helped the boys with their lessons. There was every appearance of a warm emotional atmosphere in the home.
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> R. S. and his twin brother were born before the end of the eighth month of pregnancy. Instrument delivery was required. The medical report shows that R. S. was "blue" at the time of birth and weighed only four pounds. His early developmental history revealed that he learned to walk and talk somewhat later than the average child.
>
> R. S. entered a public school at six years of age. After one year he transferred to a parochial school where he remained for three years, after which he returned to the public school. As is true with most retarded children, he failed several grades and was eventually referred to the Psychological Clinic for evaluation. The school principal wrote on the referral form: "The S. twins are very slow. Retain nothing from one day to another. Behavior is always good, but contributions in class are nil." R. S. was examined in April, 1946, with the following results: CA 10-3; MA 7-8, and IQ 75. The twin brother was also diag-

nosed as retarded and both boys were placed in a special class.

R. S. adjusted quickly to the special education program. His citizenship marks and personality ratings were excellent. Sample remarks by various teachers showed a consistently superior school record: "A stable, well controlled boy." "R. S. does good work and gets along well with other boys." "One could not ask for a nicer boy." The research interviewer, who knew the boy as one of his teachers, commented: "The living personification of the 'model' boy. Quiet, unassuming—needs only explanation, not correction."

When R. S. entered the special class at age eleven he scored at the 2.8 grade level in both reading and arithmetic. During the first four years in the special program he showed gradual, though not marked, improvement in these academic subjects. However, because of his excellent over-all adjustment in the school he was promoted to a junior high school Special Preparatory class at the age of fifteen. He did so well in this class that, at the end of one year, he was promoted to a senior high school special class. It should be pointed out that promotion into the special classes at these advanced levels was limited to only the more mature and scholastically advanced retarded boys and girls.

Special educators, who work with retarded children, have discovered that a small percent of these boys and girls show a remarkable spurt of growth in scholastic achievement in their middle teen years. These children are sometimes called "late bloomers". R. S. could be classified in this category. During his last two years in school he gained over two grades in reading and arithmetic when less than one-half of a grade is considered normal growth for retarded pupils. At the time of leaving school R. S. had earned grade levels of 5.8 and 6.3, respectively, in these two subjects.

R. S. remained in school until the age of seventeen years and three months. The follow-up interview was conducted after he had been in the community approximately four and one-half years. During this period he had worked on four different jobs with only one month of unemployment.

For the first six months R. S. served as usher in a neighborhood theater at a salary of $24 per week. He left this job for a similar position at a downtown theater where he worked for nearly two years with an income of approximately $28 per week. At this time his father helped him obtain a position as a spot welder in an automobile factory. He remained on this job for about a year when he was laid off because of a reduction in the work force.

> His weekly income for this period was $78. For the next several months he did odd jobs in the neighborhood until he found employment as a driver's helper with a soft drink company where he was working at the time of the interview. On this job his wages were approximately $67 per week.
>
> R. S. also made an excellent adjustment in the home and community during this time. He contributed $20 a week to his parents, purchased his own clothing, and established a savings account. The mother told the interviewer that R. S. had never been in trouble and was a fine boy around the home. He always associated with good companions and participated in healthful recreational activities. Although unmarried, he was going "steady" with a nice girl.

In reviewing this boy's history the reader may detect several significant factors which probably contributed to his good postschool adjustment. The favorable home environment undoubtedly helped R. S. acquire self-confidence and develop other positive personality traits. His ability to conform to accepted patterns of behavior presumably helped him to retain his jobs over reasonably long periods of time. The fact that he was able to progress to higher levels of the special education program demonstrated his superior intellectual capacity in relation to other retarded individuals. These factors, and others, in fortunate combination probably account, in part, for the superior employment record and community adjustment achieved by this retarded boy.

Now let us turn our attention to the role of the special education teacher in helping retarded pupils become employable. Ideally, preparation for vocational adjustment begins the day the child enters school and continues throughout the school program and into early postschool life. Although the emphasis on what is taught may shift as the child progresses in school, the teacher of primary aged children has as an important part to play as the teacher of older boys and girls.

Most mentally retarded children enter the special education program after having gone through a series of failure experiences. In most instances they have failed one or more grades in school and have not been able to keep up with other children in everyday tasks of many other kinds. Their handicap has been forcefully and repeatedly called to their attention and, as a consequence, they have acquired a very low regard for themselves. Their self concept is generally severely damaged.

One of the first and most significant responsibilities of the teacher is to help these children regain a measure of self-confidence—a feeling that they can achieve within the limits of their ability—that they have worth. This is not an easy task nor one that can be accomplished in a brief period. In fact, it is one which will engage the attention of the special educator throughout the school period. It has been said that nothing succeeds like success. Certainly, this technique is one which should be applied. However, like most antidotes its overuse can be as serious as the illness. Sometimes we are guilty of making everything so simple and easy that the pupil concludes that it's not necessary to put forth much effort—that the easy way will gain him recognition and acceptance. The good teacher will know how to mix success and failure in the right amounts so that the pupil will learn that approval can only be attained by applying himself to the job at reasonable limits of his capacity.

Instruction in the basic tool subjects must be given its appropriate place in the total curriculum. Society has placed great value on language and arithmetic skills and expects the schools to provide instruction which will assist children in achieving their maximum levels of abilities in these subjects. Mentally retarded pupils generally have difficulty in dealing with abstractions and find the three "R's" hard to master. The special teacher must employ all of his skills and techniques in this exacting task.

Teaching reading to these boys and girls continues to be one of the most difficult and baffling experiences for teachers. Until recently the problem has been compounded by the dearth of appropriate reading materials specially designed for these youngsters. Commercially prepared textbooks have been written for nonhandicapped, middle class, white children. As a consequence, most retarded pupils have found them to be dull and uninspiring. We are hardly surprised to find little enthusiasm, on the part of our pupils, for reading about Puff, the cat. Some good beginnings have been achieved in the development of reading materials for retarded readers where the content is aimed at the sophistication level of these children with a vocabulary load they can successfully master. Nevertheless, the teacher will have to continue exerting his resourcefulness and ingenuity in selecting, adopting, and preparing reading materials for his pupils. It is essential that they learn to recognize and understand words of personal, social, and vocational significance. Younger children can learn such words as: "danger," "poison," "caution," "stop," etc. Common signs and their associated symbols can be taught as the child progresses, and words used in applications and other frequently used forms should be introduced before the pupil leaves school.

Writing and spelling, too, are skills that should be taught. However, we may be placing more emphasis on these subjects than would seem to be warranted. An analysis of the need for these skills for the retarded would probably reveal that there are relatively few occasions when they find it necessary to use written communication. Filling in certain forms, writing simple letters or notes, and preparing shopping lists are several examples. Perhaps the teacher should prepare a list of the words most frequently used in writing and place particular emphasis on instruction of this special spelling list.

Writing is primarily a visual motor activity. Emphasis here should be on legibility. Some authorities report that manuscript writing is more easily taught and may be written more legibly than cursive. We note that many forms request the writer to print the basic information. Perhaps we should give more attention to this form of writing for those pupils who find cursive hard to master.

Mentally retarded individuals can ordinarily become more adept in oral language than written language. Most of their communication with others will be through speaking and listening. Some of the common methods in the development of speaking skills are: taking part in discussions and conversations, making reports, telling stories, using the telephone, participating in plays, making introductions, and giving directions. Older pupils can profit from participation in role playing. These can take the form of: applying for a job, interviewing a prospective employer, and what to do in a particular job situation.

It has been said that listening is a lost art. For the mentally retarded this is an especially important skill since, with decided limitations in reading ability, most of the information they obtain will be through the spoken word. If they learn to listen and observe well, many of the difficulties imposed on them from lack of ability to read can be partially overcome. Radio, motion pictures and television are making it possible for individuals to acquire information which, at an earlier time, could only have been learned through hours of reading. The teacher should constantly check on the pupils to determine how well they are listening and understanding by asking them to repeat important instructions, report on group discussions, and retell simple anecdotes.

Arithmetic skills and concepts of quantity are likewise essential in independent economic adjustment. Teachers of younger children begin teaching basic number concepts, and skills in addition and subtraction. As the child progresses, multiplication and division skills are added. Meaningful activities can be introduced into the curriculum by using play-stores and banks and by computing expenses incurred for school parties and trips. Figuring simple personal budgets can help pupils learn the relationship between income and expenditures. Older pupils may be given instruction in completing tax forms, the use of checks, the proper utilization of installment credit, and the various methods of saving.

The great significance of personality traits in vocational adjustment has been pointed out earlier in this talk. Since this factor has been recognized as one of the more significant elements in employability it is clear that the school program should include teaching and guidance in this area. There are many opportunities during the day for the teacher to help pupils develop accepted behavior patterns. The tardy pupil can be reminded of the importance of getting to school on time. The boy who reacts negatively to authority may be counseled on the value of following directions. Although we know that going to work regularly and getting there on time are significant factors in holding a job, if regularity and punctuality are contrary to the habits in the home, teaching these to the child in the school will require perseverance and skill on the part of the teacher. However, helping the child, from the time he enters school, to understand the value of these traits in everyday living may help to motivate him to react in an appropriate fashion. If parents can be persuaded to assist in the development of these traits, success can be achieved more easily.

Improvement of manual skills has been a part of the curriculum for mentally retarded children for many years. Instruction in arts and crafts, manual training, and foods and clothing has been recognized as an essential element in the preparation of these boys and girls for the world of work. Recently there has been a trend toward more specific pre-vocational and vocational training. Special educators have found that the handicapped pupil may have a better opportunity of finding employment and retaining his position if he is familiar with and able to satisfactorily perform the basic functions of the job. Even though the task may be routine and repetitive, familiarity with the tools and knowledge of what to do give the pupil confidence in his ability to handle the job and help him become more acceptable to the employer.

Guidance is one of the essential elements in a total educational program for exceptional children. Through guidance the pupil is helped to understand himself, his capabilities, and his weaknesses and thus establish realistic goals. As he grows and matures he gradually learns how to plan for the achievement of these goals. The teacher has a definite role to play in helping retarded pupils realistically assess their capabilities and make a wise vocational choice.

Many mentally handicapped pupils possess a distorted judgment of their vocational capabilities. Frequently, when asked to report on their occupational choices, we find that these boys and girls will list vocational preferences beyond their possibility of achieving. Doctor, lawyer, businessman, nurse, minister, are a few of the jobs they select for life occupations. Seldom do they list gas station helper, nurses aid, stock boy, etc. The reasons for these unrealistic choices stem from many causes not the least of which is the value our culture places on the white collar job. The blue shirt job is commonly regarded as being below the dignity of the worker. Parents often have unrealistic aspirations for their children. The report: "I want my son to have a better job than his father." We should recognize that parents are likely to be misinformed in regard to vocational requirements and sometimes overestimate the qualifications of their children. This means that the teacher and counselor must frequently become the impartial interpretor of the pupil to his parents. Fortunately, many parents are keenly interested in the welfare of their children and are willing to accept the advice of the teacher.

One of the first steps in helping pupils is to provide them with an overview of the world of work. With younger children we can begin with workers in the immediate neighborhood. The postman, store clerk, fireman, policeman, and many other people are known to elementary school aged boys and girls. Teachers can stress the importance of these jobs in the community and describe what these individuals do. Trips to the local stores and supermarkets, fire stations, the post office, and the police station will enhance the pupil's knowledge of community workers. Good filmstrips and motion pictures are available for use in the classroom to supplement the instruction. Talks by representatives of these groups may also be utilized effectively.

As children grow older the circumference of the community can be enlarged to include the city and perhaps the state. By the time they reach adolescence these pupils should be familiar with a large number of workers and the requirements of many jobs. They are now ready to analyze different occupations and determine whether their abilities and interests coincide with the demands of the job.

There are certain basic facts that should be taught by teachers and counselors to help the pupils select the kind of employment for which they would be best suited. Among these are: 1) the nature of the job, 2 requirements of the job, 3) employment outlook, 4) job security, 5) salary or wages, and 6) working conditions. Pupils can be helped to make job choices by checking their personal qualifications against the job requirements. A form with two columns can be used for study and self-analysis purposes. In one column the pupil lists the special requirements of the job and on the other column his personal qualifications. By careful comparison of the requirements and his personal qualifications the youth should be able to determine some jobs in which he has the best opportunity to succeed.

The cumulative record of the pupil constitutes a valuable tool for the teacher and counselor in helping him evaluate his interests and aptitudes. This record, if it is to be most meaningful, should be started when the child enters school and kept up to date as he moves along in his school career. The record folder should contain such information as: psychological test data, achievement test scores, aptitude test findings, and other objective test data. Periodic ratings on various personality traits by teachers can serve to point up significant strengths and weaknesses in the personality structure of the pupils. Evaluations of teachers on the performance of the boys and girls in shops and homemaking laboratories can provide insight into their aptitude and interests in certain types of jobs.

Another source of information, which should be a part of the cumulative record, is a report on any occupational experience which the pupil may have had. These may be after-school, Saturday or summer jobs. A description of the jobs held, together with an evaluation of the student's performance and attitude may be very helpful in determining placement possibilities. Information on the attendance and tardiness record of the pupil should be kept in his folder. Chronic truancy and tardiness may shed light on behavior characteristics which could have significance on employability. Information on the home environment, also, may help the counselor better understand the pupil's aspirations and motivations for employment.

In-school work experiences, if properly planned and supervised, can be an effective method of developing attitudes and behavior relevant to vocational adjustment. It provides the teacher and counselor with an excellent opportunity to gain insight into the pupil's tolerance for work and his attitude toward employment.

The work experiences should be carefully tailored to simulate, as closely as possible, a real work situation. The specific responsibilities should be clearly defined and the pupil should be expected to perform them as though he were actually employed. A definite time schedule should be arranged and a record of his working hours maintained. Tardiness, failure to report for the job, unacceptable behavior, and inadequate performance should be noted so that the teacher can help the pupil overcome his deficiencies.

Some specific job skills may be taught, although the student should understand that employers may expect their employees to perform the task in a different manner than that learned in the school situation.

Many types of in-school work experiences can be developed in the school. Cafeteria jobs, building maintenance experiences, school yard work, furniture repair and upkeep, and other worthwhile job opportunities can be organized in most secondary schools.

Another step in the guidance process is through job try-out experiences. These experiences can be obtained in various ways. Some pupils may require the assistance of the school while others are able to find jobs through their own initiative. The counselor or teacher should be given the time to canvass the neighborhood to find employers who would be willing to employ these boys and girls on a part-time basis. Local merchants, gasoline station operators, and small manufacturers will sometimes consent to provide work experiences for these boys and girls particularly if the school worker will cooperate in the selection of the worker and provide some supervision.

These work-study experiences have several significant values in the total program. In the first place, they assist the pupil in learning how to adjust to the work requirements of the job. It provides him with the opportunity to put into practice some of the academic, social, and work skills he has learned in the school program. It is at this point that he begins to realize the importance of getting to work on time, adjusting to fellow employees, and of following instructions. Furthermore, he can return to school and relate his experiences to his teacher and classmates, and obtain advice and counseling which will help him resolve special problems which may be hindering his adjustment. If possible, the teacher should visit the employer and determine how well the pupil is adapting to the job and in what areas of the work he may need assistance. Simple rating forms to be completed by the employer may also be helpful in discovering how well the pupil is getting along. These evaluations can be used by the teacher in helping the pupil, developing curriculum materials, and by the counselor in enhancing the guidance program.

It is to be expected that some retarded pupils will fail in their first job experience. When this occurs the reasons for failure should be analyzed and appropriate steps taken to help the pupil overcome the causes of failure. If the major difficulty has been in the area of social adjustment the teacher and counselor should provide learning experiences designed to help him modify his behavior. Or, if the subject has been unable to succeed because of lack of manual skills, additional training in the shop or homemaking laboratory may be indicated. Sometimes personal problems, physical handicaps, or special conditions may negatively predispose the pupil toward certain types of work. In such instances the counselor may help the pupil find a job in which these conditions do not exist or adversely affect his success.

The problem of habilitating the mentally retarded is a task too great to be effectively carried out by any one agency. Although some school districts have developed counseling and placement services for these boys and girls, they have generally found it expedient to share this heavy responsibility with other community resources. Within recent years cooperative relationships between the schools and vocational rehabilitation agencies have developed with increased pace. In addition, various employment sources have been utilized as direct or ancillary agencies in contributing to the total program.

Specific procedures for inter-agency cooperative efforts vary from one locality to another. However, as experience accumulates certain broad guidelines seem to be emerging. Where possible schools are referring pupils to vocational rehabilitation offices prior to the date of school termination to enable the rehabilitation worker to evaluate the boys and girls and plan appropriate services for those who are eligible. This early referral permits the worker to review the pupil's school record, talk with the teachers and counselors, and interview the students and parents. As a result, definite plans may be made and put into operation when the pupil is ready to leave school.

In Detroit we have enjoyed excellent cooperation with the two district offices of vocational rehabilitation for many years.

Over this time various plans have been tried and, on the basis of experience, modified to meet the changing circumstances. Several years ago we jointly planned a demonstration-research project to explore the most effective method of combining the services of the two agencies. A proposal was prepared and submitted to the Vocational Rehabilitation Administration for approval. Our request was favorably received and Project RD 899 started in February, 1962. Known as the "Detroit Special Education-Vocational Rehabilitation Project," it has as its basic purpose the development of a work skills education and placement program for handicapped youth, together with an evaluation of factors relating to vocational success. It is designed to demonstrate and measure the extent and effect of such services as are required to bring about a satisfactory transition into the world of work. The combined services of special education and vocational rehabilitation are provided to a group of mentally retarded boys and girls residing in sub-communities of low socio-economic level.

Groups of appropriately selected mentally retarded boys and girls, enrolled in Detroit Public Schools' special education classes, are transferred into the Project facility each four months at the age of fifteen years and six months. Comparable groups of control subjects are selected and allowed to remain in the regular school program without the special services provided in the Project. At the end of five years the experimental and control groups will be compared on many factors, including vocational success.

The Project staff is composed of eight full-time and one half-time worker: (1) the Project Director is responsible for all aspects of the Project. Assisting him is the (2) Services Coordinator (Rehabilitation) who coordinates all services for each pupil in the Project. Three teachers (Special Education) serve in distinctive roles: (3) Personal Skills Evaluator who provides learning experiences designed to develop vocational, academic, and personal skills, (4) Pre-vocational Skills Evaluator and Instructor who determines through testing and evaluation on work samples the pupil's vocational strengths, weaknesses, and special skills, (5) Vocational Skills Evaluator who provides detailed and intensive work experiences as a means of developing the skills and tolerance for work, (6) Social Group Worker (Rehabilitation) who assists pupils in understanding their social needs and applies his knowledge to affect personal and group behavior changes, (7) Rehabilitation Counselor (Rehabilitation) who provides counseling and purchased rehabilitation services, (8) Placement Agent (Rehabilitation) who secures employment opportunities, assists pupils to find satisfactory employment, and provides follow-up services for the Project boys and girls, and (9) School Psychologist (Special Education) who administers tests, evaluates school records, and assists in the total planning for the pupils.

Since the Project has only been in operation for two years, the final outcomes are not yet determined. Nevertheless, preliminary findings give us great hope. Following careful evaluation of the client's aptitudes and interests, experience in working on school projects and work-study opportunities, the Placement Agent has been successful in finding suitable jobs for nearly all of the Project pupils. So far evidence seems to support the idea that cooperation between school and rehabilitation personnel can be achieved and that the results of their combined efforts will lead to promising outcomes in the habilitation of mentally retarded youth.

Most school systems have accepted the responsibility for helping handicapped pupils bridge the gap between school and the world of work. School administrators and others have discovered that many of these youths become "lost in the shuffle" and eventually cost society thousands of dollars if they are not given assistance in employment and community adjustment. Placement in an appropriate job and follow-up service to assure continuing success in the job can frequently tip the scale in favor of a self-supporting member of society rather than a life-long welfare recipient. In the report of the President's Panel on Mental Retardation one of the recommendations emphasized the necessity for this specialized service: "Every effort must be made and all services used to equip and train the retarded and assist them in finding suitable employment."[4]

The follow-up service is as important as the job placement. Many of these youths and adults lose their job for relatively insignificant causes which could have been prevented if an employment coordinator had been available to correct the problem. If the employer and the retarded employee have someone to turn to in these instances the difficulty can frequently be corrected and the handicapped individual retained on the job. Or, if the pupil is not well placed, the coordinator may decide to find another position for which the youth may be better suited.

In this brief period an attempt has been made to highlight some of the ways in which teachers, counselors, and administrators could provide rich and meaningful experiences for mentally retarded boys and girls so that these youths might take their place in the work-a-day world as contributing citizens. To do full justice to the topic would require much more time than available here this evening. However, it is hoped that it has been possible to contribute an idea or two which will be of some value to you in your professional assignment with these children.

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[4] The President's Panel on Mental Retardation, *A Proposed Program for National Action to Combat Mental Retardation* (Washington: Supt. of Documents, U.S. Government Printing Office), p. 129.

If one were to pick out a thought for particular emphasis it would be this: The curriculum, no matter what form it takes, is a few ideas on sheets of paper which constitute, at best, only a rough guide to help the teacher in his daily work with children. The real worth of the instructional program depends upon the ingenuity, creativity, and hard work of the teacher. In large measure the level of achievement attained by the pupil is the result of the score of little occurrences every day in the classroom and the insightful and understanding manner in which the teachers work through them with the pupils. It well may be that the nature of the interpersonal concern which teachers feel and express for the mentally retarded pupils in their classroom constitutes an impact which is as important as the direct teaching of subject matter.

The Work-Study Program In Ohio

The School Administrator's Point of Vew

The Dayton Work-Study Program
William Beitzel, *Supervisor*
Special Education
Dayton Public Schools

The most significant contribution that we in Dayton have made for the educable mentally retarded (in Ohio, the term "slow learner" is used) is our Work-School Program which was started as a three-year pilot study through a grant from the Vocational Rehabilitation Administration. This project was predicated on the assumption that slow learners, perhaps even more than other adolescents, must have help in moving from a school setting into adult life.

Justification

There is probably no phase more important in the education of the slow learner than that which concerns itself with social and occupational adjustment in adult life. Changing social conditions make it increasingly difficult to place boys and girls, under eighteen years of age on jobs. This means that a school must have an extended program for these children. It must also have a type of program different from the traditional academic approach. Transition from a protective school environment into the work-a-day world is difficult at best for all children. It is extremely difficult for the slow learner. Therefore, the school must be fairly certain that these children are ready for employment before they are sent forth.

Industry is making more and more careful selection of its workers. This means that the school must carefully consider each child and determine as nearly as possible where he can best succeed. One way this can be done is through cooperation with industry in a school-work program. The school can then study the child on the job and assist him in making his transition to full employment as easily as possible.

To show how we tried to justify our Work-School Program, you should know a little of its conception. The following represents the procedure we used.

When we greatly expanded our secondary program and began taking slow learning children through high schools to graduation, it did not take us long to realize that a part of the picture was missing. We soon began to see that our children were not getting nor holding jobs. The ones who did get jobs, began to "float" from one dissatisfied employer to another. Several of our teachers, who held the belief that these children needed assistance in finding jobs and holding them, went into the community to find employment for the children. This was after-school and weekend employment. It was a "catch-as-catch-can" sort of operation, however. We observed this for a few years and were disappointed with it.

We had several meetings with our assistant superintendent in charge of curriculum relative to postschool adjustment for the slow learning graduates and came to some very obvious conclusions:

1. These children, slow to learn and adjust, needed careful selection and postschool adjustment.
2. Jobs for these children were relatively few.
3. The number of educable mentally retarded children at the secondary level would be increasing in the years ahead.
4. The school and community would profit from properly placed and well-adjusted workers, and both would suffer from dissatisfied employers.
5. A joint effort between school and community must be made to plan for these children.
6. Because of a limited number of school people capable of assisting these children to find and hold jobs, additional workers must be found to help with the problem.
7. Having several teachers "scouting" the community looking for job opportunities was a duplication of effort.

As a result of these observations, we began to think in terms of an organized program. These children were nearing the time when they would be leaving school, therefore, this should become not only a school program, but must be broad enough to encompass more of the total community which would eventually try to absorb them into the labor market. We all seemed to be thinking and trying to say: *"We can't educate these slow learners to a point of maximum academic attainment and then ask someone else to take over and prepare them for a vocational future."*

Since the Bureau of Vocational Rehabilitation has legal responsibility for assisting handicapped persons find and adjust to employment, it seemed only fitting that they be invited to join in the discussion. They accepted the invitation willingly.

Conception

During the school years, 1958-59 and 1959-60, Raymond Horn, director of the Division of Special Education, Ohio Department of Education, and this writer, met repeatedly relative to how we might get the vocational rehabilitation office into the program with us. They had always admitted their legal responsibility, but had also said: "We do not have enough staff to handle the number of slow learners who will need vocational assistance."

In the early part of 1960, Mr. Horn and Mr. Edward Moriarty, director of the State Bureau of Vocational Rehabilitation, Ohio Department of Education, and this writer, met several times to see if we could not find a way to help one another. It was finally agreed that if the Dayton school system could find the personnel to handle a demonstration project, the Bureau of Rehabilitation might finance it through an Extension and Improvement grant.

The final agreement was, that the Bureau of Vocational Rehabilitation would pay the salaries of a coordinator to inaugurate the project, and a secretary, plus travel allowance for the coordinator. In addition, Mr. Horn agreed to add through the foundation program, an additional teaching unit to our slow learning program for this coordinator.

Proposal

At this point, we drew up a proposal for operating the demonstration project. It was based on a cooperative education plan. We felt it would not be too difficult to sell the community on this type of program since Dayton is well-grounded in the philosophy of cooperative education. There has been a large co-op high school in Dayton since 1913. Two colleges close by, the University of Cincinnati and Antioch College, also send cooperative students into Dayton industries.

Committees

1. **Citizens Advisory Committee:** To launch our program, we organized a Citizens Advisory Committee, made up of 23 members who hold personnel jobs in leading industries in Dayton. Persons asked to be members of this committee were selected to provide the greatest representation from business and industry. The objective

was to help assure acceptance of the program by business and industry. Even though these members were representatives from the larger business and manufacturing concerns, they were not expected to provide the actual work training situations. Their public, personal, and organizational endorsement served to develop the desired community acceptance and this was their major contribution to the project.

2. **Technical Advisory Committee:** The final committee was a "working committee" of five members who planned the exact operation of our project. This committee included Miss Amy Allen, educational specialist, Division of Special Education, Ohio Department of Education; Mr. Orin Davis, assistant to the director, Ohio Bureau of Vocational Rehabilitation; and Mr. John Gephart, supervisor of the Dayton office of Vocational Rehabilitation. Mr. Hoyt McPherson, Dayton Board of Education, coordinator of the project, served as secretary, and the writer was chairman. This working committee was very necessary since we began without too much structure. It was organized to function in a steering capacity via exchange of ideas during quarterly meetings. As we moved along and made changes, some very definite guidelines began to take shape.

To understand the project still better, one needs to become acquainted with the City of Dayton. It has a population of 250,000 with a metropolitan area of 400,000 people. Dayton is a community of diversified industries—Wright Patterson AFB, National Cash Register, five General Motors Divisions, McCall's Publishing Corp., and Chrysler Airtemp, to mention a few, as well as hundreds of smaller factories and businesses.

Dayton has 54 elementary schools, ten comprehensive high schools, one cooperative high school, a school for crippled, and a school for deaf. The total school enrollment is just less than 60,000 children. There have been classes for slow learning children in the Dayton schools since 1946. From that time to the present, there has been slow but steady growth in the number of classes, primarily at the elementary level.

In recent years, the interest on the part of the Dayton school people has been in providing for the slow learning adolescent in a secondary setting. There has been a tremendous growth in the secondary program since the 1954-55 school year when there were four classes for slow learners in one high school. Today, we have forty classes in six of our ten high schools. Each year, several new classes are added. We have tentative plans for two of the remaining four high schools to enter the program in September, 1964.

A very conservative estimate would seem to indicate that there are approximately 1,800 slow learners to provide for; we are providing for approximately 1,000. Since slightly more than half of them are in a program designed for their slow rate of development, and since there now is continuity in the program, there is every reason to believe that the slow learning program will continue to grow.

Organization

The joint school community project (Extension and Improvement Grant) was put into action in September, 1960. As supervisor of the department of special education for Dayton Public Schools, the writer served as general overseer. The coordinator selected for the project was tapped for this position because he was teaching slow learners in a high school at the time, and was one of the original teachers who saw the need for such a program.

The coordinator was employed by the Dayton Board of Education and was nominally responsible to the supervisor of special education. His primary responsibility was the development of a work-school program, as well as its interpretation and maintenance in the community. He sustained liaison among the schools, the Ohio Department of Education (Division of Special Education and Bureau of Vocational Rehabilitation), and industry. His contacts with prospective employers had the purposes of determining the types of jobs available to slow learners, and conferring with local high school counselors in order to select pupils who had qualifications for jobs available. Placement was made by the coordinator. The supervision of pupils on jobs was the joint responsibility of the coordinator and the "teacher-counselor."

The teacher-counselors were teachers in the slow learning program and therefore knew the children well. They helped to select the students who were finally placed on job situations and did the many hours of counseling and job supervision that were necessary. They were given free time from teaching to do this.

Field Organization

The duties of the teacher-counselor relative to the work-school phase of the program were as follows:

1. Prepare and refer qualified students to the coordinator for job placement.
2. Counsel special education students in personal and academic matters.
3. Interpret the program to:
   a. the pupils involved
   b. the special education staff and total school faculty
   c. the balance of student body
   d. the parents of the pupils
4. Maintain adequate records of:
   a. permanent cards
   b. case studies
   c. job evaluations
5. Schedule programs:
   a. maintain adequate academic schedules, meeting the temporal needs of the work-training program, and the learning needs of the students.
6. Assist with on-the-job follow-ups and evaluations.

The success of the student-trainee depends in large measure upon the degree of enthusiasm with which the student embraces the work-training program. It follows that the primary responsibility of the teacher-counselor was to *sell* the program to the student.

Operation of the Program

Originally, the program considered two plans of operation:

Plan I:

1. Students classifield as Juniors—work half-day; attend school half-day.
2. Students classified as Seniors—attend school six weeks; placed on jobs for six weeks.
3. In the senior year after successful school and job experience, the student would be graduated.

Plan II:

1. Juniors work half-day; attend classes half-day.
2. Seniors on full-time jobs; attend class one night a week to help them with any skill which would better assure them

of success on their jobs. This would be an opportunity for them to exchange ideas and work out personality problems.

3. Students would be graduated with their class in June after one full year of successful employment and having met the academic requirements which would be designated by the school.

In reality, we used both plans and modifications of each. Flexibility to meet the needs of the employer and child was always very necessary.

Candidates

Candidates eligible for participation in the on-the-job phase of the program were defined as all eleventh and twelfth grade students currently enrolled in *bona fide* special education classes for slow learners.

In actual operation, the needs of participating employers dictated the length of co-op periods. Other determinants included the extent of part-time employment; the desirability of full-time work training prior to graduation, and the hours of employment. This was considered to be consistent with the philosophy of realistic experience in the world of work. Consequently, the particular plan of each assignment was determined by the demands of the job—not by program edict:

Trainees

Trainees were those candidates selected and placed on the job. Determination of feasibility for assignment, to a large extent, was by trial and error. No consistent criteria for pre-determining job success have been evolved. If a client thus selected and subsequently placed, sustained job failure and was removed, he was returned to "candidacy" or "referral" status. Employer and client interviews, and a staff conference attempted to determine what remedial measures (if any) might assist future successful work training assignment. To illustrate this point, intensive vocational evaluation and personal adjustment training were provided for some students by the Bureau of Vocational Rehabilitation through the facilities of a local private agency (Goodwill Industries). Remediation was continued with those clients until successful vocational placement was sustained.

The majority of successful placements did not require such intensive services. Approximately half of the original training assignments became post-graduate placements. Those failing to adjust to their first placement were reassigned to another job as soon as it was feasible. The time between assignments in such cases, depended upon the characteristics of the client and availability of training jobs.

Training and Employment

Students assigned to work-training were placed on jobs in the community with cooperative employers who were aware of their limitations and capabilities. The jobs were always *real.* They were not created as "training" situations. Special concessions in work demands and wages were not allowed. Each did a "man's work" for a "man's pay".

Type Jobs Used for Slow Learning Co-ops

1. Auto Service: Service Stations
   Garages
2. Custodial Service: School janitors
3. Domestic Service: Baby-sitting
   Housemaids
4. Food Service: Busboys
   Dishwashers
   Cook Helpers
   Steam Table Attendants
   Delivery
5. Messenger Service: Industrial Plants
6. Porter Service: Barber Shops
   Grocery Stores
   Department Stores
   Theaters
   Hospitals
   Bowling Alleys

Administration

Although in theory, the project seemed to be a well thought-out endeavor, there arose from time to time, some problems in the mechanics of operation. A few of the glaring problems follow:

Scheduling: Classes for students participating in the work-training program were a continuous problem. No general policy could resolve the individual aspects of trainees arriving and departing from academic classes in accord with the demands of a wide variety of employers. All students participating were not placed at the beginning of school in September; and there was no assurance that those placed would continue in their original capacities until the close of school in June. The resolution of these scheduling problems has been effected largely through close working relationships between building principals and teacher-counselors.

Reporting Grades: Initially, it was difficult for instructors in academic areas (both special education and regular staff) to accept the responsibility of awarding grades to trainees in their respective subject areas for time spent on job training. To resolve this problem, grades in all subject areas (for students absent all or part of a grading period) were posted by the teacher-counselor in the building.

Discipline: Detention for infraction of school rules (e.g., tardiness, unexcused absence) imposed a unique problem in light of the realistic philosophy of the program. The employee's obligation to the job was primary and inviolate. All discipline was administered by the teacher-counselor at the demand of the school administration, at a time compatible with the demands of the job.

Extra-Curricular Activities: When not in conflict with a specific work assignment, participation in as many activities as possible was encouraged. The only serious problems encountered resulted from potential trainees who elected to take part in competitive athletics. Work training always precludes this participation. The trainee was given every encouragement to select work-training placement, but the choice remained his. Follow-up data indicates that students who elect to participate in the work training tend to make better postschool occupational adjustment.

Essentially, acceptance of the philosophy and mechanics of a work-study program by school building administrators largely determined the progress of the program. Such administrative acceptance predicates acceptance by the total school faculty and students. Effective coordination begins and continues from this source. In those schools where acceptance was not spontaneous, the program has failed.

Financing the Program

Even though the Dayton schools had this project financed on a reimbursement basis through the Bureau of Vocational Rehabilitation, Ohio Department of Education, we tried to be as frugal with the government's money as possible. The cost breakdown was as follows:

A. Salaries and Travel Allowance—approximately $15,000 per year. Costs for a coordinator plus travel expenses for coordinator and a half-time secretary, will vary from community to community, but Dayton's figures approximate the cost for a year.

B. Per Pupil Cost—about $90.00
This was very small when weighed against an unemployed adult who must be kept on relief rolls for long periods of time.
If $20 provided for each slow learner during his last two years in high school can guarantee his graduation onto a job, it seems like money well-spent. You have *instant self-sufficient citizens.*

C. Staff
Minimum staff for such a program would be one person full-time for the first thirty workers in training, plus a half-time person in local schools to do the many hours of counseling with each student relative to his work, budget, schedules, etc.

To finalize your thinking, we did a very quick piece of research during an eighteen month period. We found that of the boys and girls who went through the work-school phase of the program, 86 percent of the graduates were on jobs and had been for 85 percent of the time. Of the slow learners graduated who did not participate because we had no program for them, 36 per cent had been on a job and for only 25 percent of the time since graduation. This type of school program for the slow learner seems to make some sense if only from an economic point of view.

Summary

Some positive results of Dayton's three-year Extension and Improvement Grant follow:

1. Observations of the effectiveness of "some" work-training experience prior to graduation into the community has motivated the Dayton Board of Education to make provision for the continuation of the program as a permanent part of the public schools.

2. The operation of the program has effectively demonstrated the advantages of coordinated interaction between agencies sharing a common obligation to a segment of the in-school population. As a result, the local Dayton Bureau of Vocational Rehabilitation office and the Dayton Board of Education have continued close cooperation in making provisions for the postschool transition of slow learners. This close cooperation will continue as a permanent part of the program.

3. Methods and techniques of the program's operation are considered to have demonstrated the necessary flexibility to be readily adaptable in an expansion of the program to include other areas of exceptionality (e.g., physically handicapped, blind, deaf, emotionally disturbed). As a result of a need for training and placement services for such young men and women in the Dayton Public Schools, expansion to include them has become a definite part of the total program. In addition, we feel it has implications for the dull-normal child (80-90 IQ range).

It is hoped that these few results, important as they are, are only the beginning. The opportunities for continued research in the problem areas attendant to the rehabilitation of the handicapped, within the school framework, are of vital and immediate concern to a program of this type. As far as is possible, research efforts will be continued and expanded to take advantage of the experience the program has thus far provided.

THE SYLVANIA WORK-STUDY PROGRAM

Frank Dick, *Superintendent*
Sylvania City Schools

Persons familiar with the educational programs of public schools are familiar with the vast differences of background and experiences of those youngsters attending school. There is a significant group of the student populace who are less able to learn. These educable mentally retarded students are called "slow learners" in Ohio. Unable to satisfactorily maintain the usual academic level of performance, these students constitute a problem with which school and society must cope. Finding themselves unable to keep up in classes designed for the average student, they become discouraged and give up, creating discipline problems and frequently dropping out of school at the earliest opportunity. They form the beginning of an unstable citizenry, unable to adjust in an increasingly complex and technical age. If left on their own, unprepared and unable, the majority may, in all likelihood, become welfare problems and court cases. Without education for employment, many will be unable to secure initial employment, and most may experience difficulty in achieving job security. The consequences of neglecting this group of the nation's future citizens can be envisioned in terms of a costly drain on the economics of society which will ultimately be many times greater than would have been the cost of suitable special education programs which would have enabled each individual to secure gainful employment and become a self-supporting member of society.

Also, some mention needs to be made of the benefit that does accrue to the usual educational program as a result of efforts to remove students from classes in which they are forced to compete with more able students. Teachers have long known the frustrations that arise from attempts to teach groups which include all ability levels.

Basic costs involved in developing such a Work-Study Program as we have done in Sylvania are not significant in nature, because the Sylvania School District is an "additional aid" district. This means that our foundation funds were increased to the extent of an additional teacher unit because we had appointed a full-time teacher-coordinator of the Work-Study Program. Salary costs for the months of September, October, November, and December were borne entirely by the local district, but from there on, the State of Ohio funds helped support and finance the program.

The costs involved include instructional supplies and materials. As we have learned in the field of education, special programs require special materials and supplies. Consequently, administrators contemplating initiating such a work-study program should appropriate adequate funds for the classroom unit. Even though only fifteen youngsters are involved in a classroom unit, an appropriation equal to the material and supply costs of a thirty-pupil classroom unit is suggested.

A major cost involved, of course, is the providing of classroom space. It is recommended that a classroom equal to others in decor and appearance be used for this program, and not an extra "custodian's closet" or other type facility. Since our program is in its infancy, the entire staff has the responsibility of lending prestige and importance to the program through the selection of regular classrooms for their learning experiences.

Adequate provision needs to be made in the financial appropriations for the transportation costs involved for the teacher-coordinator. If the program is to be successful, the coordinator needs to have adequate reimbursement funds for mileage for his personal car and also a school vehicle for the transportation of the youngsters. In our particular case, we utilize the same vehicle that transports the physically handicapped to a neighboring school district, so consequently the vehicle gets all-day usage.

A recent recommendation has come to my attention that possibly special telephone facilities need to be available for the teacher-coordinator because of their many contacts with parents and employers. This should be considered in initiating a program.

Since the opportunities of the Work-Study Program have been extended to our senior high school, we have added three professional staff members. Our Board of Education has provided incentive for professional staff members to enter the profession of being a work-study coordinator through the process of paying for credit hours in the field of special education. It is felt that this type of expenditure certainly is a long-term investment that will reap rich dividends for the community. The three men involved are on a regular nine-month contract at the senior high school level, with the provision that the one person in charge of the work-study program will have extended time for the summer months. Indications point to the necessity of having the coordinator on extended time because of a thorough and constant working relationship between the home, the employer, and the school.

There already have been many desirable outcomes since we have initiated the work-study program. Public acceptance and reaction to the program has been most heart-warming as our citizens have truly been marvelous in their acceptance of this program. Our staff has done an excellent job of communicating the goals and objectives of the program, both prior to its start and also as a continuing effort. Businessmen have related to me personally that they are quite happy the school is attempting to provide for all types of boys and girls. It is felt that the total educational program will benefit because of our Work-Study Program. The professional teaching staff is quite elated over the general improvement shown in their regular classes because of the fact that boys and girls now are in a situation where they understand and can be challenged. It is quite obvious that the dropout rate from the high school will continue to decline, because the youngsters are remaining enrolled in the program.

Our staff expects the program to expand in quality and we already are contemplating initiating a program for another group of youngsters whose IQ scores range between 75 and 90. Our staff definitely feels extension of occupational work experiences to this range will further complement the many opportunities that already exist for youngsters who would have difficulty achieving in the normal classroom situation.

In summary, we are most encouraged with the progress to date, and certainly will expend all energy possible to expand and improve the Work-Study Program in our public school system. It is imperative that we implement our philosophy of education through definite programs and certainly the Work-Study Program meets one of the existing needs in our school system.

THE WARREN WORK-STUDY PROGRAM

Wiley S. Garrett, *Assistant Superintendent*
Warren City Schools

In September 1962, the Warren City Schools established a Work-Study Program as part of the curriculum of Market Junior-Senior High School. This program was established on the principle that the education of a "slow learning" pupil (the Ohio term for the educable mentally retarded) must lead to a successful place in the community at his level of operation—mentally, physically, and socially. Such a program must include teaching the slow learner the necessary skills and competencies that will enable him to obtain work and hold a job in order that he may become a self-supporting citizen.

The experimental Work-Study Program was organized to determine the value of the application of cooperative education techniques to slow learners (IQ 50-79). Experiences have shown that slow learners cannot succeed in skilled and some semi-skilled trades or other normal areas of trade and vocational education. But it was felt that with proper occupational orientation and part-time supervised work experience under sheltered conditions, the slow learners could acquire skills and competencies which would enable them to hold a full-time job below the skilled level.

The purposes of the program were:

1. To orient slow learners to the world of work prior to the the time they leave school.

2. To retain the slow learner as a part of the school program for a longer period of time.
3. To use their work experiences as a means of making their study of citizenship responsibilities and job responsibilities and other common learnings more real and effective.
4. To stress the importance of developing such traits as responsibility, reliability, and proficiency, and their value in holding a job.

The Occupational Training Program is housed in a six-year junior-senior high school, chartered this year by the Ohio State Board of Education as a first-class high school. The school building is separated from the regular comprehensive senior high school and the three regular junior high schools. Such an organization in a separate building is contrary to the traditional organization plan of the Division of Special Education, Ohio Department of Education, which requires that classes for slow learning children be housed in the regular schools.

Students selected at the end of the sixth grade for the Occupational Program at Market Junior-Senior High School must meet the following criteria:

1. Score below 80 IQ on an individual intelligence test.
2. Score two or more years below grade level on reading and arithmetic tests.
3. Receive subscript[1] marks in academic subjects on their report cards.
4. Prediction by the sixth grade teacher that the student could not do the work in a Track III program[2] in a regular junior high school.

Basic Education Program

GRADES SEVEN and EIGHT

Instruction in the seventh and eighth grades is planned within large blocks of time. A core teacher is scheduled to be responsible for the academic learning activities of a group of pupils for four or more hours a day. This includes the study of language arts, social studies, science, arithmetic, and occupational information. The girls spend ten hours a week in a modified home economics program, and the boys have a ten-hour modified industrial arts program. Physical education, art, and music are taken from the academic block of time on a rotation basis.

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[1] Subscript marks indicate that the pupil is doing below grade level work.

[2] Editor's note: The "Track III" program is designed for students whose ability lies just above the slow learning group.

GRADES NINE and TEN

The program for grades nine and ten provides for all learning to be developed around a "core of interest." The interest core may be horticulture for boys, homemaking for girls, or service occupations for both boys and girls.

The girls spend two-thirds of the day with a vocational home economics teacher who bases their work on homemaking and women's service occupations. About half of the time is spent in a home economics laboratory, and the other half is spent in related classroom instruction. The related instruction is developed almost entirely around materials, skills, and occupational information concerning entry jobs in homemaking and women's service occupations. The other one-third of the day is spent with a core teacher who teaches the academic skills related to the core of interest.

The boys are divided into two groups: one based on horticultural interests, and the other in production occupations, construction occupations, and men's service occupations. Each group spends half-time in the laboratory, and the other half in related classroom instruction.

While in the laboratory, the students enrolled in vocational horticulture receive instruction and work experiences in the farm shop, in summer crop gardening, in sod bank production, and related farm activities within the school day. The related instruction includes: American history, language arts, mathematics, science, and occupational information. The content emphasis is on skills and knowledge needed for success in jobs in the field of horticulture.

Students enrolled in production, construction, and service occupations receive shop instruction in production, woodworking, simple construction experiences, such as: inside work experience on the farm, in the woodshop, or in the area near the school. The related academic instruction is the same as that for the horticulture interest group, except the occupational information and the content emphasis is on skills and knowledge needed for success in men's or women's service, production, and construction occupations.

GRADES ELEVEN and TWELVE

At the end of the tenth grade, each pupil is carefully evaluated and then recommended for either a state-approved Cooperative Occupational Training Program, or for a Continued Academic Program with a core teacher. Such factors as the pupil's adjustment, success in the interest core in the ninth and tenth grades, and whether or not the pupil is reliable and stable enough to be recommended for an employment situation, are carefully considered before the pupil is placed in a program for the last two years.

If the pupil qualifies for the Work-Study Program, he will spend one-half day on a job in a service, production, construction, or landscaping occupation. The other half day is spent in the school building where the teacher-coordinator relates the student's class work to his daily job requirements. The teacher-coordinator calls on employers to work cooperatively with them in order to help the student adjust to the job. Every activity of the student and the teacher at this point is directed toward providing occupational information directly related to job skills and competencies in the occupational field in which the pupil is working. The objective is for the pupil to retain the job on a full-time basis when he graduates. In addition, the coordinator provides instruction in academic subjects.

Two classes have been organized comprising 31 pupils. Four pupils in each class have IQ's that are clearly above the limits set by the Department of Special Education. This happened during the first year of the program when pupils with an extreme *educational* retardation were admitted to the school. This is no longer true since no pupil is admitted to the program with an IQ above 80.

Placement has been largely limited to service and unskilled occupations. Our data indicates that these 31 boys and girls worked for nineteen different employers with hourly rates ranging from $.75 to $1.25. The average monthly wage for the Senior Class was $69.90 and for the Junior Class, $54.30.

Cost of the Program

The cost of this program is much greater than that of the regular school program. This is due mainly to the small classes and the expensive equipment required to set up the program. The additional cost is not borne entirely by the local board of education. For each approved unit, the Foundation Program in Ohio will reimburse the local board of education $2,200. This is derived from the State Foundation and Federal funds allocated to vocational education.

The additional costs may be determined by comparing per pupil costs. For example, the per pupil cost for Market Junior High School for the school year 1960-61, when the program started, was $717 per pupil. The cost per pupil for a regular junior high school was $413, making an additional cost of $304 per pupil for the Occupational Program.

Evaluation

Initial evaluation of the Work-Study Program indicates that it has great promise for service to slow learners. This program has kept them in school for a longer period of time and permits them to enter society as productive citizens. Of the twelve seniors graduated from the Work-Study Program this past year, all have been retained by their employers as full-time workers. This shows the real success of the program.

A PRINCIPAL'S POINT OF VIEW

The Dayton Work-Study Program

Arne D. Holmbo, *Principal*
Roosevelt High School

The Special Education Work-Study Program is now in its fourth year in the Dayton Public Schools. An outgrowth of a three-year pilot program effected with the assistance of the Bureau of Vocational Rehabilitation and the Division of Special Education of the Ohio Department of Education, the Dayton Public Schools have recognized the value of the work-study program to the community, the comprehensive high schools, and the slow learner.

The program developed out of a distinct need—the need for an additional facet to the high school special education program beyond the academic and shop programs which merely tended to hold potential dropouts in school but did little to prepare slow learners for the work-a-day world. The need for work training was becoming critical as the special education program was developing into an unrealistic educational experience without vocational future for the students. The work-study program for slow learners has filled this void in their school experience. Obviously the incorporation of work-study as an integral part of our special education had ramifications for the school itself. The following remarks will be addressed to the effects of the work-study program on the high school.

Fewer Dropouts

The holding power of the school was significantly strengthened by the incorporation of the work-study program. Special education students were becoming disenchanted with the highly restrictive academic shop program which encompassed them for four years and which was highly repetitive. Its only goal was a diploma and a questionable future in jobs for which students were not prepared. Dropouts became the order of the day, depending upon the lasting power of the individual student. Inclusion of work-study in the program was the added dimension that captured the slow learning student. It offered him far greater incentive to stay in school with its promise of actual on the-job training and the expectancy of continued employment when he had finished school and the job training phase. It offered him an opportunity to *earn* while he learned. It offered him spending money, an opportunity to save, to buy clothes, to help the family financially. The concomitant educational values of learning the value of money, of credit, of supporting one's self, and of sharing with others, were inherent in the program though probably not of prime concern to the student. Hence there was a new objective, a new reason for staying in school; for the school, a source of satisfaction in better meeting the immediate and future needs of the slow learning student.

Better Community Relations with the School

Before the institution of work-study, special education graduates who succeeded in obtaining jobs often succeeded in getting fired in short order because they were ill-prepared for work. They were not work-oriented and employers expected too much from them. The students had not been trained as to their responsibilities as employees, and employers were not aware of the limitations and abilities of the employees. With such mutual dissatisfaction with the employment situation, employers experienced a growing disaffection for the high school's product and students became hopeless job-hoppers. Work orientation and job responsibilities therefore had to become an integral part of the work-study program, as well as participating employers being briefed on the abilities and limitations of the student workers and the entire program explained to them. Better understanding of the program has brought significantly better relations between employers and the schools. Parents of slow learning students also better appreciate the efforts of the high school in the training and education of their sons and daughters. Good will wears well in any human endeavor.

Better Cooperation from Slow Learners in the School Situation

Students in the work-study program, as a rule, tend to work more effectively in the school in view of this opportunity offered them. They are better groomed, more motivated, and more cooperative than they were before the institution of work-study because they can see tangible rewards for their efforts. Need more be said in justification of the program from the principal's viewpoint?

Problems with work-study? Of course! The work-study program is afflicted with them. From the standpoint of the principal, the work-study program at times seems to be a diabolical scheme of a horned demon. Yet, the problems in their totality are a small price to pay in terms of the development of slow learning students—students who are becoming self-sufficient, contributing citizens instead of indolent, dissatisfied, and confused job-hoppers.

The work-study program when first instituted in the comprehensive high school is accepted in a manner somewhat akin to that granted a leprous salamander unless the administration, faculty, and students feel the need for such a program. To some principals it may be merely an addenda to the regular high school program. Some of the problems involved in administering the high school slow learning program include: the noticeable lack of trained or certified teachers; the paucity of books and materials geared to the level of the slow learning students, the fallacy of four years of repetitious academic work; the surrendering of much needed classroom space for classes one half the size of regular classes; and the stigma associated with the program by students. When one considers these existing problems in the slow learning program, the addition of work-study to special education would seem an obstacle of monstrous proportions. Assuming that a special education program already exists in the high school and the already stated problems are in a diminishing state because of strides presently being made in the up-grading of special education in teachers' and students' minds, the recognition by educational publishers of the needs of special education teachers, and the benefits to be gained by the community, school, and students, we can go on from here.

The work-study program cannot and should not be administered by the high school principal. The principal's obligations are many and varied—absolutely beyond the time and scope required to properly administer the *work training phase* of the work-study program. The principal's responsibility lies in the "study" phase with close liaison with a coordinator of the work-study program. Continuous communication is necessary between the coordinator and the principal or the students may be lost in the operation. The school, of course, must furnish the information regarding students, their abilities and their weaknesses, in order for the coordinator to place students on jobs commensurate with their capabilities. The communication is reciprocal to the extent that the coordinator provides the school with information regarding the problems, the success or failure of the student on the job, the amount of credit to be established from the work experience, and periodic reports of the status of all working students on the job. A very important chore of the coordinator and one which causes some discomfort in the school if not properly done is to report to the school that a student is being placed in a job on a specific day so that all teachers know the student will be on the job and not in school for a specific period of time. A delayed return of the student to school after the job experience engenders negative attitudes on the part of teachers toward the program. Hence, prompt and precise communication is vital. Although the work-study program, and special education itself, is gaining stature among teachers, the school must continue to nurture its growth.

Certainly the idea of work-study, and again, special education itself, will not be wholeheartedly accepted by all teachers in the school. The idea of a diploma being presented to students who cannot function up to the hypothetical standards of the comprehensive high school program is abhorrent to some. The idea of giving credit for work experience while the student is not in school, and while the student is earning money—a privilege not experienced by the student in the regular high school program—also is difficult for some to understand. Only time, education of our teachers, and a good representative student product will diminish these attitudes. Of course, some teachers may be pleased that special education students are not in their classes to ostensibly "hold back" the other students or cause discipline problems as a result of the failure-frustration cycle.

A very necessary addition to the work-study program is a counselor whose responsibility is to affect a relationship with students so that he can arrange a program of studies to fit individual students, to fit students to teachers if necessary, and to annotate data that will assist the job coordinator in placing the student in a work experience that will be mutually beneficial to employer and the student. Scheduling of students is an integral part of the counselor's job. Electronic data processing does not lend itself to special education scheduling unless coded to unusual lengths and depth. The very essence of the counselor's responsibility is to *know the student* as extensively and intensively as possible. This knowledge goes a long way in preventing school and job problems.

Despite the holding power of special education and work-study in keeping students in school for four years with but a small percentage of dropouts, this power does not extend itself to daily attendance or punctuality. Special education students are notoriously delinquent in absence and tardiness. The problem for work-study is obvious—the school must be successful in inculcating healthier attitudes toward attendance and punctuality or a good prognosis for work experience is impossible. This can be another avenue of influence for the special education counselor.

Understandably, the student who is working on a job for a period of time cannot participate in interscholastic athletics because of the conflict in time. Neither can he or she be a contributing member of the choir or band, or be a cheerleader or majorette. Hence, some of the school's important activities lose their services for a time. Or, perhaps worse, in the eyes of coaches and directors, they lose the students' talents altogether. This is a difficult area to breach. Conversely, the very athletic or musically talented may refuse an on-the-job training opportunity which may have been the best situation from the after-graduation-job point of view.

Finally, it should be stated that our program of work-study is flexible. Special education juniors and seniors may be placed on jobs for periods of time determined by the employer. The nature of some jobs require that only *one* student be employed for greater continuity and effectiveness on a particular job. In other instances, employers will take two students on an alternating basis for specific periods of time. Since the entire program exists on the good will of the employers, the school acquiesces to their wishes. In all job situations on the work-study program, the student works under the supervision of the school, the job experience must be a *successful* one to receive credit, and the ultimate success or failure of the program depends upon a diligent and effective job coordinator. The job coordinator is the liaison agent between the school-employer-student, and employer-job-student problems are worked out through and by him.

Though we have attached tremendous importance to the value of an effective job coordinator, his cause would be lost unless the entire special education program is work-oriented. Each teacher in the program assumes responsibility for developing good work habits, emphasizing good grooming, teaching job responsibility, and employer-employee relationships. Augmenting each teacher's efforts, a one-year subject called "Job Orientation and Citizenship," for want of a better name, is offered at the ninth grade level.

In few areas of the comprehensive high school is greater service being done for youth than in special education work-study programs. We have not reached Utopia, nor is the program a panacea for the weaknesses of the slow learners, but the outlook is promising.

THE SYLVANIA WORK-STUDY PROGRAM

Franklin H. Laman, *Principal*
Sylvania High School

Origin of the Program

Occupational education in a high school can be effective only if the administration and the staff actually believe that the school must provide opportunities for each child to develop to his maximum potential. Placing this philosophy on paper is not sufficient in itself. It must be accompanied by action which requires money and many long hours of planning and continuous work. It is necessary to free our minds from some traditional ideas in education which were founded on the concept that *everyone* must reach a certain point in the educational ladder before he can be given a diploma of merit.

Instituting a work program will not cure all the evils that may appear in our schools. Discipline and attendance problems will not entirely disappear. Scheduling will remain as a problem. We will still have difficulty in finding the right teacher for the slow learner. We will continue to search for materials that are suitable for those who do not possess the native ability to consume the information from a traditional textbook. In other words, we must from the very beginning of a special program of this nature realize that we will not create a new school atmosphere merely by the introduction of one special type of education. For example, we must provide special programs for the group with IQ's from 80-90 as well as for the mechanically inclined and the academically superior student.

Creating an occupational education program can be discouraging. We at Sylvania know from experience. The term special education was not new to us since a program by this name has existed in the eighth and ninth grades for more than twelve years. Naturally it was not an occupational type of course at this grade level. Fortunately we had a teacher capable of making low level textbook materials palatable to this type of youngster. She was able to instill in these youngsters the *proper attitudes* which is basic in the slow-learner type of class.

With this as a starting point we surveyed our staff for another person who could and would undertake to inaugurate a work program in the high school. At the same time, the junior high program was slanted more towards occupational training than it had been in the past. A remedial English teacher accepted the challenge. She, along with the junior high special education teachers, members of the guidance department, the curriculum coordinator, and myself began searching for a program in other schols that could be used as a model. Much assistance was obtained from the Ohio Department of Education. However, we soon learned that what few programs existed throughout the states of Michigan and Ohio were adapted to local situations. We then took the usable parts from each one and applied them to our own school.

Three years ago a class of twenty students was created on the tenth grade level. They were carefully screened by the guidance department and the school psychologist. Emphasis was placed upon preparing the student for an occupation in which he could succeed. Basic subjects included the communicative skills (both oral and written), social studies, basic arithmetic, practical science, physical education, and home economics or industrial arts. In addition, work experiences in the school such as cafeteria work, dishwashing, library work, cook helper, custodian helper, etc., became a part of his schedule. A pupil was also permitted to elect typing, art, or other such subjects if he was capable of doing the work.

We must admit that this first year was a disappointment and somewhat frustrating. There were several reasons for this. In the first place, we had only a vague idea of what we were trying to accomplish in the program. We expected miracles and found only mediocre results. It was difficult to tie these students down. We still had discipline problems. Subject material on their level was hard to find and the teacher became dissatisfied with the results and expressed her wishes to return to teaching the remedial type of English classes which she had been doing quite successfully before embarking on this program.

The second serious mistake we made was not setting up on paper definite policies and regulations to be followed by all those concerned with the program. We did have some things outlined but they were not detailed enough. For example, our curriculum guides were not well enough established. Work experience details and regulations were inadequate. Necessary facilities and work stations had not been clearly understood. Non-certificated personnel (custodians, cooks, etc.) did not understand the program and were not too cooperative. Teachers were dissatified when students were taken from regular classes (typing, art, etc.) for work assignments.

From what has just been said, you might assume that we had become so dissatisfied that the entire program would be omitted from the curriculum. This was not the case because we could see many values evolving. Of the twenty students, all of them were probably drop-outs. Seventeen returned to school the next year. There had been a decided improvement in attitudes and appearance among the students. Many of them began to feel that there was a place in school for them.

After transferring two teachers from the junior high special education program to the high school and re-educating the teaching staff and the non-certificated personnel to the values of such a program, we started the second year with a sophomore and a junior group. The assistance given by Miss Amy Allen, consultant from the Division of Special Education, Ohio Department of Education, was invaluable. Our objectives became more visible, curriculum difficulties lessened, and general acceptance of the program began to take place.

Tenth grade subject offerings remained the same while communication skills, Americn history, basic mathematics, practical science, physical education, and home economics or industrial arts were required of the juniors. They were also permitted to take regular classes in areas where they were capable of achieving satisfactorily. Work experiences were arranged for them in the community on a half-day basis.

This year another teacher was added to the Occupational Education staff at the high school. He was assigned to the sophomore group while the sophomore teacher of last year was moved up to the junior class and the junior class teacher was made coordinator and teacher for the present senior class.

Twelfth grade pupils are requested to attend classes two nights per week at which time instruction in United States Government, communication skills, basic functional arithmetic (including budgeting), and applied science are required. After each class, a recreation period is provided in the gymnasium. These same students work a full eight-hour day during the school year. A minimum of six months satisfactory employment is necessary for graduation.

At the present time we have eleven seniors who will graduate at the close of the school year. Three others are in and out of the program and will not graduate. However, it is always possible for the student to return to the program, and when he meets the graduation requirements, he will be issued a diploma.

Up until this time an attempt has been made to provide a brief summary of the beginning of Occupational Education at Sylvania High School. We have not eliminated all of our problems by any means. However, we do feel that we are operating on a firm foundation and that our program will continually improve with continued hard work and a little creativity on our part.

Scheduling

In selecting classrooms for special education, it is essential to place the group in a central location with similar facilities as are enjoyed by all other students. Too many times we are prone to schedule such classes in far away storerooms with old furniture where confusion will not bother anyone. It is desirable to schedule them near an exit because there is considerable traffic to and from the building due to their work assignments outside the school building. The rooms should be fairly large to accommodate the laboratory type of activity which is many times necessary to hold their interests.

We have found it advisable to schedule students with two different teachers and even change classrooms in order to make them feel more like the average student. Their strongest desire is to be like the other students and to be accepted by their peers.

It is imperative that individual schedules permit students to be free for two or three consecutive periods of time in order to formulate work schedules, and at the same time, make it possible to include their academic subjects. Elective subjects in typing, art, and music must fit in with their schedule. The industrial arts and home economics rooms must be made available for them during the day. Physical education classes must come at a time when they will not interfere with their work schedules and other classes. A principal must accept this program as an integral part of his schedule and not just a by-product to be worked out in the master schedule in a haphazard fashion.

Acceptance of the Program

Assuming that the administration and the guidance department are whole-heartedly for the program, the staff members within the school must then be indoctrinated with the spirit of Occupational Education. They must be made aware of the objectives of the program and how it is expected to operate within the school and in the community, the type of pupils involved and the part each individual teacher will play in the program. Teachers must be forewarned that some of these students may be placed in the elective courses which they are teaching and conflicts may arise due to work schedules.

The preparedness policy eliminates the element of surprise which is so frustrating to teachers. At the same time, a well informed teacher can do much toward selling the program to members of the community.

It is only natural for well meaning citizens to question why a student is out of school during school hours. Advance publicity and an explanation of the program may be given through the newspapers, newsletters sent to the home, or possibly by radio programs. Continued publicity as to the progress of the course is also essential.

By working through civic organizations and P.T.A. groups, employers can be informed of the work-school program. Their support is mandatory since here is where employment stations are found.

After the guidance counselors and the psychologists have paved the way, the parents usually accept the program and cooperate wholeheartedly. In one or two cases involving well-to-do parents, we have had difficulty. One was removed from the program and informed that he would not be able to graduate and the other was given a job as an office boy rather than a dishwasher in a restaurant. Social prestige sometimes overpowers logical reasoning on the part of parents.

Pupils are sometimes cruel in their relationships with other students. Derogatory remarks were occasionally heard about the occupational education students during our first year of experimentation. However, as the pupils improved in appearance, behavior, and in general attitudes, the student body began to accept them. Not only have the occupational education students gained acceptance by the student body, but the teachers in this program have gained stature in the eyes of fellow staff members.

Conclusion

The occupational education course of study affords opportunities for those who have difficulty in mastering the fundamentals in the basic high school subjects. Through this training students are made aware of their capabilities in relation to our society. Even though we are faced with an increased number of problems by incorporating such a course of study in our curriculum, there can be much satisfaction derived from observing a group of potential dropouts finding a place in our schools where they can develop their maximum potential.

THE WARREN WORK-STUDY PROGRAM

Erwin Klein, *Principal*
Market High School

The Cooperative Occupational Training Program at Market High School is a program of half-day school and half-day supervised on-the-job training. It is a pilot study following the general trade and industrial program in regular schools. In order to understand its worth, it will be necesary to first see what part it plays in our special program.

Market High School is chartered as a six-year, first-grade high school and is made up of 50 to 79 IQ students. They come to us from regular six-grade elementary schools, as well as from the special classes at elementary level. Each student must have been retained at least once and must meet the prescribed IQ requirements when measured by an individual psychological examination.

Once enrolled, they become part of a three-pronged program planned to provide a practical, usable education starting at their own individual level. Grades seven and eight concentrate on raising the achievement level of the student. Classes are scheduled in a large block of time. Each teacher works with one class four of the six periods of the day. During this time, he teaches language arts, arithmetic, social science, and general science. We schedule an average of seventeen students per class. The large block of time, coupled with the relatively small class size, enables the teacher to know each student and concentrate on his particular areas of difficulty. The remaining two periods per day are used for home economics for girls and industrial arts for boys. The girls have one semester each of foods and clothing per year. The boys have one semester of crafts and one of general metal shop each year.

The only planned deviations from the four-period and two-period blocks of time are the one music period and two physical education periods which are scheduled weekly out of the normal twenty-period academic program. These three hours per week normally become teacher conference and planning time.

An average incoming seventh grade enrollment of fifty students requires three new sections per year. Because reading is a primary problem to these youngters, we begin by grouping our classes largely on the reading levels; however, let me hasten to say that once under way, changes are made when necessary to fit a student into a section where he will function better. It is obvious that a 50 IQ student reading at first-grade level and a 75 IQ student reading at the same level will not long stay together if both are motivated to achieve to the best of their ability. Changes are usually instigated by the teacher and are made after a conference with the teacher of each section involved.

Finding usable textbooks has been a problem, but is is rapidly decreasing as publishers are becoming more aware of this area of great need. We have no single textbook for any subject but rather use many different ones to fit the needs of individuals. A large portion of our classroom exercises is done by the teachers on a fluid-type reproducing machine. The local newspaper gives as a quantity of editions from the previous day which we use in almost every subject matter area. Discussions based on want ads help introduce the topic of future employment to these boys and girls.

The primary air of our program is to help these children eventually become good adult citizens. This air takes top priority in every area of our school. Students who have long ago been pressured to try and compete in regular classes find this pressure has been greatly reduced. Our teachers make it a point to recognize and reward something good in every student. The students themselves soon realize that for the first time they are able to compete successfully on their own level, and respond with some very amazing results. For example, a study made at the close of the first school year when there were 134 students in grades seven, eight, and nine, showed their attendance had increased a total of 316½ days over the previous year when they were in regular schools.

In grades eight and nine, we take up the second phase of our program. This is aimed at developing some basic skills of the student and making him aware of how he can use them in future occupations. We attempt to continue his academic progress by showing him a practical need for learning. Students are scheduled into interest area classes and learn academics as the need arises in these areas. For example, part of the boys select vocational horticulture for their program. They are taught by a trained vocational agriculture teacher and spend much of their time at our outdoor laboratory which is a 76 acre farm acquired from the government as surplus property. Natural science, conservation, and even some simple building construction can be learned from practical experiences there. Some of the boys have built a new floor in the barn and remodeled an old cement block chicken house, making it into a farm shop building. They made scale drawings and then helped place the shop machinery when it was delivered from their suggested order. A planning session with the class before each project is attempted brings out many needs for knowledge, and the follow-up study is even more beneficial. The boys soon gain a concept of size and area when they plan to put a new floor in the barn, paint the outside of the shop, or decide how many pounds of seed will be needed for 1,200 school gardens.

Other boys follow a course called production-construction which is centered around work in the wood shop. Simple assembly line procedures are used as much as possible with several students working on projects turned out in large numbers. The girls are enrolled in vocational home economics with as much inside work experience as can be arranged. They take turns working with the regular cooks in the school cafeteria, preparing and serving lunch to the student body. This serves as excellent beginning training for future food service occupations. Being housewives and mothers will be the future for most of them eventually, so we give as much training in homemaking as we can. Cooking, sewing, home nursing, child care, family budgeting, wise shopping, nutrition and diet, hygiene, and many other subjects are studied, as well as the related areas of language arts, arithmetic, science, and social studies.

Even more subtle are the lessons which are learned in working with others, taking orders, following directions, and thinking and planning as a group and as an individual. The Cooperative Occupational Training Program teachers spend much time in working with slow learning students in the classrooms and on the farm. They start selecting and training for their program at this level. By the time they have watched a student develop in these courses for two years, they have a good idea of the strengths and weaknesses which will affect the student's future job placement.

This brings us to the final phase of our program in which we put to use the lessons we have tried to teach the students. They are scheduled into clases for three hours a day. In grade eleven, United States history and occupational related studies make up the class work. In twelfth grade, it is English and occupational related information that are studied. The teacher-supervisor attempts to get the student placed in positions around the community with employers who are the proper type to work with our program. We have had a valuable assist from the local Junior Chamber of Commerce in locating jobs. The City Council passed an ordinance making the hiring of our students possible, and the Board of Education has hired them. We now have thirty students working in varied industries. The jobs range from helper in an auto transmission shop to maintenance man in a local hospital; from assistant in a day nursery to short order cook in a hot dog shop; from janitor in a local school to parts man for a car dealer.

In June, fourteen of our nineteen students in twelfth grade received their diplomas from high school and each of them had been promised full-time work by the employer who helped train them. This is evidence to us that instead of being potential school droupouts and possible welfare cases they can become self-sufficient, well adjusted, and tax paying citizens.

A COORDINATOR'S POINT OF VIEW

Dayton Work-Study Program

Hoyt McPherson, *Coordinator*
Dayton Public Schools

Organization of the Work-Study Program

The Dayton work-training program was organized on the premise that twelve years of classroom academic endeavors failed to provide the necessary personal habits and social skills necessary for self-sufficiency upon graduation. The objective of the program was considered to be realistic work experience during the senior high school years, leading to placement upon graduation. Because of the postschool occupational and social implications of this objective, the community-at-large and business and industry were considered to share equal responsibility with the public schools in attempting to develop and maintain such a program. One of the first organizational tasks was the solicitation of community support and the development of techniques of coordinating and directing the efforts of the many organizations that would be involved.

One of the initial efforts of the Dayton Board of Education was directed towards the organization of a Citizens' Advisory Council. This group, when formed, consisted of 25 professionals from the organizations and industries in the community. These persons were selected from the larger industries and professional organizations in the community. They were not selected on the basis of the represented industries' potentials for affording work-training positions for the program. The function and purpose of this committee was to develop public acceptance of the objectives and possibilities of the program. In actual practice, the size and organizational complexity of the larger manufacturing concerns, well represented on the committee, render them least feasible in affording work opportunities to a public school program.

Efforts were made to take full advantage of the available personnel resources from the most prominent persons in business and industry. Officers and executives from the following professional and industrial organizations were included :

Miami Valley Restaurant Association
Miami Valley Personnel Association
Retail Petroleum Association
Retail Credit Association
Retail Merchant's Association
Ohio State Employment Service
Goodwill Industries of Dayton
General Motors City Plant Commission
National Cash Register Company
Standard Register Company
McCall Corporation
University of Dayton

Bureau of Vocational Rehabilitation
Dayton Board of Education
Miami Valley Hospital

The endorsement of this group was given wide publicity via all news media, and reinforced by periodic press releases during the first year of operation.

The Citizen's Advisory Council meets on call, never more frequently than once a year, to review the progress of the program, and by their attendance provide continued endorsement of the program. It has always been the contention of the staff of this program that to request more extensive involvement on the part of these people would be an imposition, contrary to the express purpose for which they were asked to serve.

The actual operation of the program was directed by a Technical Advisory Committee. This group was comprised of the assistant director of the Ohio Bureau of Vocational Rehabilitation; an administrative assistant to the director of the Division of Special Education of the Ohio Department of Education; the director of the Dayton office of the Bureau of Vocational Rehabilitation, the supervisor of the Department of Special Education, Dayton Board of Education, and the coordinator of the work-study program. The primary responsibility of this group was the continued modification of the mechanics of operation of the program, within the limits of the standards of the State Department of Education. The committee met to review periodic progress reports and to determine matters of policy.

The active involvement of Bureau of Vocational Rehabilitation personnel in the committees and in the actual operation of the program was the result of an effort on the part of this particular project to demonstrate an effective means of rehabilitation of the educable retarded through agency interaction. The education of the slow learner[1] in Ohio is the responsibility of the Department of Public Instruction (the public schools). The rehabilitation of this segment of the public school population, after graduation, is the responsibility of the Bureau of Vocational Rehabilitation. The underlying premise of this program is based upon the historic ineffectiveness of both agencies in the resolution of the problems of this segment in the world of work. One of the purposes of this program was to attempt to demonstrate the effectiveness of interagency cooperation in obtaining the objective shared by both.

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[1] The term "slow learner," in Ohio, is synonomous with the more prevalent "educable retarded." Both refer to those students with IQ's from 50 to 75.

The cost of the operation of the program during the three years of demonstration was shared by the Division of Special Education and the Bureau of Vocational Rehabilitation, both divisions of the Ohio Department of Education. The obligation of the Dayton Board of Education was the continuation of the program, if it were demonstrated to be feasible.

The field organization of the program consists of a coordinator in charge of the supervision and administration of the program, and a teacher-counselor in each of the five participating high schools.

The coordinator is responsible to the supervisor of special education. His initial responsibilities include development of the program and its interpretation to the community, and assuring the continued support of the community. In addition, he now functions as a liaison between the several guiding committees, the Dayton Board of Education, and the individual schools involved in the program. In essence, the office of the coordinator acts as a clearing house for all activities of schools, employers, and employees. The purpose of this central siphoning function is primarily to reduce duplication of effort in solicitation of work-training stations and supervision of trainees on the job.

It should not be interpreted from the above that the coordinator is solely responsible for solicitation and supervision. Obtaining work-training stations is considered to be everyone's job; the coordinator, the teacher-counselor, the trainees, parents, and anyone else remotely or directly associated with the program. On-the-job supervision is the express responsibility of the teacher-counselors; however, where practical, any or all of the above may be so involved. Flexibility to meet the needs of the students involved is the rule of this program, not the exception.

The person in most frequent direct contact with the client is the teacher-counselor. Consequently, this role becomes the most important in the program. The specific responsibilities of this office entail the following:

Preparing and referring qualified students for placement.

Individual and group counseling of participants in personal and academic matters.

Interpreting the program to the pupils involved, the special education staff, the school faculty, the entire student body, and the parents of the clients involved.

Maintaining adequate records to insure proper credit toward graduation.

Scheduling academic programs which meet the temporal needs of the employers and the learning needs of the students involved.

Providing statistical and field assistance in on-the-job follow-up and continuing evaluation .

During the course of this project it has been informally determined that the success of the individual in this program depends in large measure upon the degree of enthusiasm with which he embraces work training as an opportunity for life success. It follows that the primary responsibility of the teacher-counselor is to sell the program to the student trainee.

Obtaining Community Support

It has been the experience of this program that once the acceptance of top management has been secured, the cooperation of subsequent supervisory personnel is forthcoming, and varies from willing to enthusiastic. On the other hand, it has been observed that only infrequently does initial understanding and cooperation from supervisory personnel result in acceptance by top management. This program has never been successfully established through the back door. And similarly, it has never been sustained through the front door.

The guideline for solicitation of industry is *selling* the management on the advantages of employing the participants in this program. Essentially this is done by establishing the possibilities of reduced turnover and additional "no charge" supervision. When the approach is accepted by management, it must then be resold to the personnel who will be immediately responsible for the trainee. The importance of establishing a working relationship with the immediate supervisor cannot be overemphasized. After gaining the endorsement of the company it is likely that no subsequent contact with management will be necessary, but frequent contact with the immediate supervisor is a "must" in every instance. It suffices to state that the "sale" is made through the front door, once; serviced through the back door, continuously!

The relationship between this program and organized labor is admittedly not too clearly defined. Early meetings with labor and management of organized manufacturing concerns apparently serve only to precipitate some natural antagonisms between the two. It was decided that the image of the program as an antagonistic "go-between" would not serve the best interests of the clients to be served. The incorporation of closed shop operations in this program was precluded because of the difficulty in establishing and maintaining the frequent and close communication with supervisory personnel necessary for successful training and ultimate placement in large establishments, and the difficulty in amicably negotiating acceptance by both labor and management within a given organization. In addition, union membership is not considered to be the prerogative of any trainee, prior to graduation.

There are special problems attendant to the operation of a program such as this within the public school framework. Most important of these problems is that of attendance. Any student on the job, away from school, but under the auspices and supervision of a certified program[3] is legally, although not bodily, present in the classroom. The teacher-counselor or the coordinator may direct that a student be marked present in the official attendance record. It appears to be difficult, however, to assume the presence of a warm body in an empty chair! This is a very real problem, which must be resolved by the teacher-counselor in each building. The most successful technique is the inclusion on the daily "Absence List" of an "On-the-job" or "Work-training" list. Whatever the solution, or resolution, it must conform in some acceptable manner to the operating policies of the high school concerned. The problem of handling pupil accounting within a given high school illustrates the generalized problem of the program within the specific school framework: cooperation and communication with the school administrative head. As with the community-at-large, acceptance emanates from the top.

Kinds of Work Placement

The clients in this program are primarily employed in unskilled service-type occupations. A few are employed in semi-skilled occupations, but for the most part, the unskilled service type is prevalent. These types of jobs afford easiest entry, because they require no specific training or preparation. In addition, they are most frequently available in the adult labor market, as they sustain the highest turnover rates. This is understandable, if one considers that such jobs are usually routine and monotonous and pay only the minimum wage or less. The adult worker generally holds this type of work only on a stop-gap basis while seeking better employment. The well-motivated young worker in the work-study program looks upon such a job as an unparalleled opportunity to earn an income and a diploma.

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[3] A program is certified by the Division of Special Education, Ohio Department of Education.

The largest individual employing establishments have been the hospitals. In this setting the program meets the needs of the employer quite as well as the opportunities meet the needs of the program. Here, again, turnover rate in service-type jobs is exceedingly high, and there are a great many service occupations in a large hospital. The industry affording the greatest opportunities for the work-study program is the food service industry, including restaurants and cafeterias, both commercial and industrial. Retail stores, large and small, afford many training oportunities for utility personnel (e. g., stock, maintenance, messenger, carry-out, packaging, and porter).

The spectrum of occupational opportunities is certainly not limited to those mentioned. The actual limitations are probably imposed by a combination of two factors. First is the size and industrial nature of the community. Approximately one to five per cent of all jobs in an industrial community will be of the unskilled service-type. A second important factor is the time element of supervising many training stations and the techniques or methods employed by the counselors. The most effective and consistent opportunities for supervision and follow-up are brought about by requiring all participants to come to the counselor weekly or bi-weekly (the most optimum time is immediately following payday). But as a program grows, it becomes readily apparent that the bulk of the counselor's time is consumed in this manner, at the expense of solicitation of new job opportunities and maintenance of working relationships with employers .The alternative is to make frequent and periodic calls on the employers and clients in the occupational setting. The effectiveness of this alternative depends in large measure upon the ease with which the counselor may communicate with a given employer or supervisor.

Evaluation

The results of a recent follow-up study indicate the importance of "some" work-training prior to graduation as a factor influencing successful postschool adjustment to the world-of-work. This emphasizes the importance of assuring every twelfth grade slow learner the opportunity of supervised work experience, prior to graduation.

From September, 1960, through June, 1962, 174 students in slow learning classes were assigned supervised work-training experiences. Of this number, 62 have subsequently graduated. Forty-four of these graduates (71 per cent) have recently been contacted. The purpose of this contact was to determine the nature and extent of their transition from school to the world-of-work. For comparative purposes a control group was selected at random from the population of slow learners who graduated, during the same period, but *without work-training experience*. The size of the control group sample was 29 (49 per cent of the total population).

The criteria employed for assessing postschool occupational adjustment were 1) current status, and 2) length of employment. Eighty-nine per cent of the group participating in the work-training program are currently employed; only 35 per cent of the control group are employed. The work-training group has been employed 86 per cent of the time since graduation; the control group, 23 per cent.

Classroom Program

The elementary special education program emphasizes maximum potential development of oral communication skills; verbalization of experiences; and auditory comprehension. This is the result of expressed needs of employers. Most of the occupations in this program are direct-to-consumer service type jobs. Personal contact requires oral communication skill.

At the secondary level, the academic endeavors attendant to the work-study program fall under the general heading of orientation. This orientation is three-phase: orientation to self; orientation to the world-of-work; and ultimately orientation to self in the world-of-work via the work experience program.

The curriculum is not written. It is practiced. The needs of employers become the guidelines determining the classroom activities. The specific curricular objectives thus become simple to define. The skills that these young people develop to enhance their employment potential are the *attitudes and habits desired by employers.* Object lessons from past experiences of participants are the best source of concrete illustration and demonstration. When possible the participant is encouraged to relate his own experiences to a class.

SYLVANIA WORK-STUDY PROGRAM

Maxine Putman, *Director of Instruction*

Sylvania City Schools

The development of a work-study program, which evolves from and becomes the goal of the special education program, can be a most challenging experience. The program is dedicated to serve educable retarded children, called "slow learners" in Ohio.

Child-centered School

The program is nurtured in a child-centered school and must be based on a development program. It requires a staff and an administration that is willing to recognize the need for such a program, and then to do something about it.

Community

The success of the program depends upon a community that is willing to accept the philosophy that the program is being developed so that boys and girls who have difficulty in the regular academic areas can remain in school, participate in school activities, learn about occupations, and have practical job experiences. They can learn to hold a job, graduate, and become useful respected citizens. Each step on the way it is important to 1) counsel pupils and parents, and 2) keep the community informed.

Special Staff

Special Staff who shared much of the responsibility in the development of the total special education program in Sylvania include psychologists, a social worker, teachers, and principals. It must be recognized that various steps in the development of the program cannot be reached until the teachers and the principals concerned have had certain experiences and can see their role and responsibility in the program. The teachers and the principals are key people in the progress of the program.

Community Support

A community organization of business men called the "Occupational Council" has been formed in Sylvania to aid in promoting the work program in the community and in particular to the employers. There was a direct effort to interest men who were in diverse fields and with different backgrounds. We have a compact working unit of eight men in the following classifications:

Farmer	Union Official
Tax Accountant	Lumber Dealer
Food Retailer	U. S. Employment Worker
Scientific Equipment Dealer	Construction Supplier

They have been able to assist us, not only in locating work situations, but also, in setting up plans for educational trips, and in making informative visitations with the class. They also serve as valuable references and resources for the class members looking for work.

Previous to the organization of this group, Mr. Marvin Beekman, Director of Special Education, Lansing, Michigan, was invited to come to our schools along with two of the men who work with him in his community. They talked to our program coordinator, child study staff, and central administration staff. They also participated in a program at the Rotary Club. This helped build interest in our staff and community.

Job Possibilities

At the start it was discovered that it is most important to be creative in thinking about job possibilities. Ours is not an industrial area. We found we must go to Toledo for this. However, we have created some jobs, and have found others in our own system. We have searched out businesses and have found that in our area there are mainly service jobs available. We have concentrated on what is available and have been reaching out constantly for more. The assistant superintendent of schools who is in charge of service personnel has been especially helpful. The coordinator of our program has become quite resourceful, and competent. He was once a science teacher and is certificated as a guidance counselor. He has been able to accomplish much, through a counseling approach. He finds he must guard against being over-sensitive and sympathetic, and apply objective methods at the right times in order to deal positively with problems as they affect individuals.

Classroom Program

The program has evolved slowly but with more purpose as teachers and principals of the secondary school became more aware and have more understanding of the potential of the pupils and of the goals of the work-study situation. Some of the problems encountered and specific recommendations from experience are listed below:

1. We must keep asking what areas of the usual academic subjects can have meaning for the limited ability pupil?
2. How can we teach so that pupils can become interested? At the start pupils are not oriented to the goals of work-study, nor are the parents. After a time, when pupils have moved up through the program, this is no longer a deep problem.
3. Unit development, projects, and the use of multi-level and well-illustrated materials begin to develop as teachers see their relationship to the purposes of the work-study program.
4. Basic learnings that are essential to the slow learning pupil can be identified with some of the following:

    Maintaining a good physical appearance
    Following directions
    Completing forms, writing applications, making short reports
    Talking over the telephone
    Having an interview
    Discussing problems
    Talking to people, holding conversations
    Being familiar with the community
    Knowing about the civic and governmental functions
    Learning how to look for a job
    Keeping records
    Starting a bank account
    Budgeting
    Recognizing responsibilities at home
    Owning a car and home
    Paying taxes
    Living and supporting a family
    Knowing needs of a family
    Voting

Knowing about our school system
Learning about unions
Knowing about industries and products
Using simple tools
Building and repairing

The list could be further expanded, and for those of us who are responsible for helping teachers develop the program, we find it necessary to keep asking, "What is important to these pupils, taking into consideration what we know about them and the world in which they will live?" We must remind ourselves that they must be prepared for entry into a rapidly changing world.

In Sylvania, we have assigned the pupils to a teacher for blocks of time, during which time activities are provided in basic subjects such as: arithmetic, science, language arts, and social studies. Teachers are urged to integrate subject matter and to teach with purpose. The use of concrete methods is found to be successful. Much re-teaching is done. At the high school the teachers also help in the industrial arts block. Individualization of instruction is important. Teachers must have time to coordinate the program, to talk to other teachers and to observe the pupils in their other classes.

Problems

The organization of the work-study program in the Sylvania Schools was often complex and weighted with problems. The problems have included the following:

1. Many of the pupils had been recently identified and had not accepted their new "roles" as members of the class.
2. Some pupils had deeply seated emotional problems.
3. Some parents were reluctant to accept the situation.
4. Our teachers, in all cases except one, were not fully certificated. In one situation the teacher had taught a special education class for several years but based on an entirely different philosophy.
5. It was necessary to learn about the limitations and potentials of the pupils in our search for materials and methods.
6. New goals and objectives were needed. Meetings for articulation purposes were often held but even these pre-

sented problems, since teachers were at different levels of understanding their problems.

7. Classroom behavior with the beginning teachers presented grave situations.
8. Principals felt inadequate (as did all of us) at the start in accepting some irregularities (and special scheduling) that were necessary.
9. One of the greatest struggles has been to provide a program free of study halls. The pupil also needs to participate in classes beyond the block in which he can achieve.
10. At the start over-age boys and girls at the ninth grade level presented some problems.

In our efforts to establish the work-study program, considerable assistance was obtained from in-service education, curriculum meetings, professional literature, and consultant help from the Division of Special Education, Ohio Department of Education, and an interested and concerned teaching staff and administration. Our Board of Education has also given support by paying for some of the university courses, so that teachers might become better prepared.

Kinds of Work Placement

Seventh Grade.—There are no job placements at this level. This is considered to be the beginning of an orientation period. Job exploration is studied. A unit of work is developed which includes a job survey.

Eighth Grade.—Some job experiences are provided in the cafeteria and maintenance departments. Efforts have been made to define jobs and arrange satisfactory rotation and appraisal plans.

Ninth Grade.—Two work units with more depth but with integration of other subject areas are experienced by pupils. One unit is in the Public Library as aide and one is in the Kindergarten as teacher helper.

Tenth Grade.—Work placement during the tenth grade is limited to the school-work experience. This does not eliminate the possibilities of part-time work after school. The school work areas are listed below:

Cafeterias

- Cook helper
- Stock
- Dish washer
- Dish and silver dryer
- Food server
- Mopping

Book and Supply

- Typist and filing clerk
- Stock
- Delivery

Library and School

- Desk girl
- Book repairer
- Custodian helper
- Maintenance man helper
- Gym teacher helper
- Office helper
- Visual aids assistant

The kinds of part-time jobs the tenth graders now hold are the following:

- Electrical shop handy-boy
- Bus boy in cafeteria
- Babysitter
- Car washer
- Clerk in shoe store
- Construction work helper
- Cook helper
- Clerk in fruit stand

Eleventh Grade.—For the most part the juniors work a half-day in a job in the community. There are some students who are not prepared as yet for work in the community and these students are assigned work in the school system. When the students' work habits and attitudes on the job indicate that they have matured adequately, they are given an opportunity to work on community work experiences. Following are listed the types of work situations in which we have found our students to be successful:

- Carry-out boy
- Truck loader and unloader
- Car washer
- Car hop
- Rough body and fender work
- Clerk
- Waitress
- Clothes presser
- Truck driver
- Landscaper assistant
- Delivery boy
- Janitor
- Carpet layer's assistant
- Bus boy
- Golf caddy
- Load carrier
- Pump gas and simple repair
- Window washer
- Cook assistant
- Babysitter
- Mechanic assistant
- Bill passer
- Stock worker

Twelfth Grade.—The senior students are on the job during the day and attend school on Tuesday and Thursday evenings. The jobs in which they have been successful are listed below:

Body and fender repair
Cement finisher
Department store cashier
Department store clerk
Car washer
Ice cream clerk
Sod cutter
Caddy
Landscape assistant
Green house worker
Spray painter
Teacher's assistant in school for retarded
Machine operator
Assistant greens' keeper
Car hop
Scrap metal cutter
Tree trimmer
Bowling alley worker

Results

Appraisal of the work-study program is a continuing process. At the start teachers were often confused. Emotional outbursts were not unusual. Principals have seen the direction and worth of the program and have become more flexible and are eager to help with the program. However, patience, hard work, in-service education, study, and initiative have begun to show some results.

Pupils are happier, they are making better adjustments, they appear to understand and accept themselves better each year they are in the program. Pupils have jobs. They are accepting responsibilities. They are more critical of their own behavior, appearance, and attitudes. They have loyalties and are obviously seeing their role in the program in the school.

Growth in many areas is apparent. Units are being developed. There is less reliance on workbooks and "duplicated-canned" types of materials, although we have found some of these types of materials to be quite helpful. Teachers show competence and ability in approaching the situation today. We were proud to see our first graduates accept their diplomas this past spring.

THE WARREN WORK-STUDY PROGRAM

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Warren, Ohio, a community of 60,000 persons, has developed a comprehensive program of education intended to meet as nearly as possible the needs of all children. A city-wide statement of purpose has been developed by the staff and approved by the board of education. An integral part of this statement is the recognition of the need for education which is aimed at *occupational competency*. A fundamental belief is that the schools should prepare each child to enter or to further prepare to enter a vocation that will permit him to develop and use to the fullest extent his interests and his abilities. Another axiom is that the schools are obliged to provide the best possible educational opportunities for *all* children and youth in the community.

It is within this framework that Warren's occupational training program for the educable mentally retarded (called "slow learners' in Ohio) has been developed. The development of a program for this group of academically handicapped youth has been a natural outgrowth of two factors that already exist in many communities: ability grouping and an on-going program of trade and industrial education.

It is most important to note that the occupational training program is carried on in a six-year junior-senior high school, chartered this year by the Ohio State Board of Education as a first-grade high school after four years of operation. The school is entirely separate from the regular comprehensive senior high school and the junior high schools. The significant point is that this program is contrary to the traditional organization plan of special education which requires that classes for slow learning children be housed in the regular schools.

Children selected at the seventh grade level for the special occupational school meet the following criteria: below 80 on a Stanford-Binet Intelligence Scale; three or more years below reading grade level; two or more years below arithmetic grade level; and prediction of the sixth grade teacher that success in Track III of the seventh grade is not probable. It should be noted that the occupational school is a part of a total program of ability grouping and that its effectiveness depends in large measure upon a well-staffed Pupil Personnel Department.

The special school was originally established as a junior high school. The plan was to spend two-thirds of the day in social adjustment and core classes in the basic subjects and one-third of the day in modified home economics and modified industrial arts classes. It was anticipated that the students would drop out of school as soon as they were sixteen years of age as they had done when enrolled in the regular schools. To the surprise of the staff this did not happen; they stayed in school and a program had to be planned for them.

The consensus of the staff was that by the end of the eighth grade ordinary remedial instruction in the skills of reading and arithmetic had reached a point of diminishing return and more learning would take place if subject matter could be related to the special interests of the students. Thus plans were developed for ninth and tenth year girls to spend two-thirds of their day in home economics; for some boys to spend their full day in production woodworking and related instruction; and for other boys to be in an all-day vocational horticulture and related instruction program on the 76-acre school farm.

Coordinator-teachers with service occupation experience were employed for the Cooperative Occupational Training eleventh and twelfth year classes. These men found employers who were willing to place this type of student in half-time low skilled jobs. Typical jobs were in custodial service for hospitals, motels, hotels, and schools; food service in hospitals and commercial establishments; tire changing and repair in service stations and tire shops; the City of Warren in sanitation, street, and parks departments; and stockkeeping and delivery service for wholesale and retail sales companies.

As of April, 1964, 29 students were enrolled in the co-op program and the two teacher-coordinators reported that there would be no shortage of placement opportunities. During the summer of 1963 all but two of the eleventh year students were employed full-time and all employers except one planned to employ the members of the first graduating class in full-time jobs after they were graduated in June, 1964.

The dropout rate of the Warren City Schools has decreased by more than forty percent during the four years the special school has been in operation and members of the staff feel that the special program has been in a large measure responsible for this.

The description of the operation of Warren's special school for academically handicapped students, the occupational training program in less skilled jobs, and the cooperative relationship with the regular trade and industrial program directed toward the highly skilled trades may be taken as an indication that vocational education will be helped, not hurt, by doing more for academically handicapped children who *need vocational education* if they are to become self-supporting, contributing members of the community. The operational principles that makes vocational education effective at the upper technical levels also work at the lower skilled level of training. The job preparation of the academically handicapped is now, under federal legislation, a responsibility of vocational education.

On the basis of the experiences reported above, the following recommendations are offered to any schools considering the establishment of this type of training:

1. The program should be a part of a total program of vocational education and should be established only if the school system has in operation at least one state-approved standard vocational unit for each 300 students in the senior high school.
2. There must be a planned and operating program of guidance and testing services from grades seven through twelve to properly identify and refer students to the program.
3. The teacher-coordinator will determine the effectiveness of the program; he must have had employment experience, preferably in the service occupations, and teaching experience, preferably in vocational or special education; he must have a sincere interest in working with the academically less able student; and he must have the personal characteristics that will tend to develop a willingness on the part of the less able student to respect and confide in the teacher-coordinator.

SUMMARY

This publication has exposed the reader to the role of vocational rehabilitation, general principles of work-study programs, and curriculum implications, as well as descriptions of three difference types of work-study programs in Ohio. The work-study programs of Dayton, Sylvania, and Warren were presented, representing large, small, and segregated programs respectively. These programs were described by school administrators, principles, and work-study coordinators from the three programs, thereby presenting different views of the program for the reader, whether public school, rehabilitation or community agency personnel.

The work-study programs in Ohio have been divided into three categories: 1) large city school systems, 2) county school systems, and 3) small school systems. As a result of these divisions, certain practical problems are involved in the operation of work-study programs, such as: program organization; administration; and, evaluation, placement, and follow-up. The following material is a summary of these topic areas.

ORGANIZATION OF WORK-STUDY PROGRAMS

Although the specific steps in organizing a work-study program will vary according to the needs and resources of the particular community, there are several important elements to be considered. Two important ones are the quality of the existing special classes and the length of time that the program has been established before initiating a work-study program. Once a good foundation is present, the basic objective should be vocational preparation and placement.

Administrative Support

Another crucial need when developing work-study programs is the support of the superintendent and the principals. Administrative support should be expressed in a provision of the leadership to initiate and sustain the work-study program in the school and community. The administration must assist the work-study coordinator to help the community see the need for the program, to maintain close contact with agencies such as vocational rehabilitation and the Social Security Administration, and to employ the cooperative energy of agencies in the community.

Community Support

Another major prerequisite to the organization of work-study programs is support from the community. The responsibility for preparing slow learning students for adult living must be shared by business and the general community. There should be a conviction that the social and economic gain to the community of a successful work-study program far outweighs the cost and effort involved. One successful promotional method involves the enlistment of a lay citizens council which will help sell the program to their colleagues in business and industry.

Agency Support

It is essential that the state vocational rehabilitation agency be included as an integral part of the work-study program. Vocational rehabilitation personnel have a wealth of experience in helping handicapped individuals obtain and adjust to job situations. This agency can share its knowledge of the rehabilitation process and assist when necessary in the training and placement of students who are eligible for their services. If good coordination is achieved with vocational rehabilitation and the schools, both groups will benefit. Vocational rehabilitation will benefit by having better qualified mentally retarded clients as a result of a realistic, vocationally-oriented school curriculum. The schools will benefit by sharing the know-how and resources of rehabilitation agencies, thereby making the work-study program an effective means to integrate limited ability students into the world-of-work.

Program Development

A work-study program should be initiated on the base of an existing special education program which leads to the granting of a diploma. These work experiences are typically begun prior to or in the first years of high school. If the program is started at the junior high school level, the curriculum may be designed around job exploration activities such as job surveys and limited work in the school setting. The program at this point would be aimed at developing desirable work habits. This leads toward full-time work experience by the time the student becomes a high school senior. Successful students, already benefiting from the work program, can then function as salesmen by returning to the special classes to discuss their jobs.

Curriculum Development

After the work-study program has been accepted by the school as a legitimate educational program, an appropriate curriculum must be constructed. Although each school will develop an unique curriculum for work-study consistent with the resources of the school and community and the specific objectives of the program, there are certain common elements. One rule of thumb in developing a curriculum is to include only those skills which are closely related to the eventual adjustment of the student to the adult world-of-work. It has been the experience of successful work-study programs to revise the entire curriculum, back to the primary level, once the success of the high school work-study program has been demonstrated. It is clear that education for vocational adjustment of slow learning students cannot start too early and is developmental in nature. If a student is to be prepared to enter the community as a contributing member when he graduates from high school, it is important that all of his public school experiences aim at this goal.

It is very important to emphasize communication skills in the curriculum. Requirements of oral and simple written communication should be related to actual needs of the student for adjustment on the job and in the community. A high school program typically provides for job orientation and academic work with school credit given for time on the job.

Students in the work-study program are commonly placed in some regular, "non-academic" classes. Academic standards are often adjusted for this group of students. Regular subjects which are particularly appropriate for the slow learner include home economics, industrial arts, arts and crafts, physical education, and music.

Other Considerations

Other organizational matters include identification of students, additional cost of the program, criteria for moving students from junior to senior high school, policy on municipal work, and coordination of work-study programs when there are several programs in one area. It is generally felt that slow learners should be identified as early as possible. Ideally, limited ability pupils should be identified by the first grade. On the subject of costs, it is estimated that one work-study program discussed costs approximately an additional $90 per pupil per year. There are several criteria commonly used in determining which students should move from the junior high school to the senior high school program. Chief among these are: psychological test results, emotional stability, chronological age, the opinion of teachers, and parent counseling. Teacher opinion and the coordinator's judgment of the student's over-all record typically carry the most weight in the selection process. Some work-study programs have been able to arrange work placements for their students on municipal jobs. One Ohio program is reported to have obtained regular city benefits for student workers, as a result of an ordinance passed by the city council.

When several work-study programs are operating in a single large community, it is apparent that coordination of the program is essential. To avoid situations where employers are contacted many times by school and agency personnel, organization of effort is important. One suggestion made to effect such coordination involves the creation of a clearing house for vocational opportunities. The clearing house could contact large and small concerns and take job orders which could then be allocated to the various work-study programs existing in the community.

ADMINISTRATION OF WORK-STUDY PROGRAMS

The structure for administering a work-study program will be determined largely by factors such as size of the community, type and number of available resources, and the nature of the school setting. One important common element in administration is the selection of appropriate personnel and the determination of their role and function.

A skillful coordinator is the key to successful functioning of the work-study program. If possible, the coordinator should be on a full-time assignment. It is his function to build up communication and cooperation among students, teachers, administrators, and the employers. He works directly with students through job supervision and counseling, as well as being the liaison between the schools and the community. In selecting the coordinator, it is important to find a person with formal training in special education, along with a broad background in business and industry.

In large school systems, the full-time coordinator is able to specialize in job recruitment, placement, supervision, and follow-up.

He usually reports directly to the director of special education. The coordinator begins his planning for the work-study program approximately six weeks before school opens. His office can serve as a clearing house for area job placement, thus avoiding needless competition and duplication among neighboring school systems.

In small communities, it may not be feasible to employ a full-time coordinator. In rural areas, it may be possible for several small districts to cooperate and share the cost of an area coordinator. Other systems may wish to allow released time for a teacher-coordinator. In such instances the teacher-coordinator becomes the key person in the work-study program. Duties of the teacher-coordinator include: 1) referral and preparation of qualified students for the program, 2) interpretation of the over-all program to school personnel and the community, 3) maintenance of records, 4) scheduling, 5) placement, 6) on-the-job supervision, and 7) follow-up.

Whether the school system has a full-time coordinator or teacher-coordinator, it is very important to include personnel to provide counseling for the work-study program students. This function may be taken in part by the coordinator. However, it is important that both school counselors and teachers be involved in the guidance of students in the work-study program. The counselor should be available to work with the student prior to his work placement. Teachers should have a part-time assignment in guidance of these students so that problems in the job situation can be identified early and remedied if possible in the classroom. This "feedback" principle is essential if the students are to obtain maximum benefit from their work experiences and if the school is to continually improve its offerings in the area of work-study.

Remuneration should definitely be part of the work-study program. It offers a strong incentive to the student and a wage is necessary if the student is to obtain a realistic picture of the world-of-work. One school system requires the student to report to his counselor on payday and bring his paycheck with him. This affords an opportunity for guidance on the use of the money and the value of budgeting and banking. The counselor may even retain the youngster's bankbook to avoid problems with the family as well as the student. Another method involves a more informal system of teacher-student guidance on money matters.

The work experience aspects of the program make scheduling more difficult for participating students than for those in the regular school program. Students in work-study are commonly placed in regular homerooms and in special classes for their academic work. During the time they are in the work situation, they are considered as being in attendance at school. Those students who are unemployable remain with the special teacher except for non-academic school work.

PLACEMENT AND FOLLOW-UP

On-the-job experiences may be initiated while the student is in junior high school by placing him on jobs in the school setting. It is important to remember, however, that these types of jobs do not accurately simulate nor substitute for job experiences in the community. However, school jobs can assist in helping the student develop skills in communication, personal appearance, and other areas, thereby broadening his background for later work experience. Jobs within the school may also be used at the high school level with the ultimate objective being the placement of the student on a similar job in the community.

Unskilled jobs constitute the majority of work placements for slow learners in the work-study program. There are several advantages in unskilled work placements. First, there is definitely a greater number of such jobs. Secondly, they require the least amount of preparation on the part of the student. Some of the best sources of jobs for work-study students are in hospitals, restaurants and cafeterias, laundries, retail stores, packaging plants, and auto repair shops.

The placement of each student must be governed by his own individual patterns of adjustment, preferences, and abilities. In some instances, it may be necessary to have several trial placements for a student before his particular niche is found. Once a placement is made, frequent follow-up and guidance is necessary for the stability and continued success of the placement. If problems occur, the teacher can then talk with the employer, provide some temporary job supervision, provide individual counseling, or use class time for the student and his classmates on the particular job deficiency which was identified. If a student is not satisfactory on the job, there is a responsibility to him and the employer to make whatever adjustments are necessary. The student may be more successful with a different type of work placement. The employer should know that other students are available and that every effort will be made to provide him with a satisfactory and well adjusted worker.

Employers are clear in their judgment of what constitutes a good worker. It is interesting to note that intellectual ability is *not* one of the criteria for job success mentioned by employers. Work habits are much more important. The following traits have been identified with success on the job: the ability to get along with one's fellow workers; promptness; the ability to follow directions; good grooming; and the ability to persevere on a job task without constant prodding.

It is essential to be able to sell the program to employers. One strong selling point is to remind the employer that these students have low turnover rate in low-skill, low-pay jobs. Work-study students have proved to be more stable in these types of jobs. Another selling point is that the student will be given continuing supervision and guidance by the work-study program staff.

A concentrated job solicitation should be made early in the program. The continuing search for jobs is a responsibility of the coordinator or teacher and time for job solicitation should be definitely scheduled. Careful placements result in satisfied employers who "come back for more." In small, non-industrial communities, job potential saturation could become a problem which would not come up in the larger, industrialized community. In either case, however, it is important to have "repeat" employers available for work placements.

In general, work placements are more easily arranged in small businesses rather than large industrial concerns. The main reason for this is to avoid problems with the labor unions. Work-study programs have found it necessary to steer away from jobs requiring union membership. Seniority rights will present problems for the mentally retarded worker. Often a slow learning student will do quite well on a particular job so that he becomes eligible, on the basis of seniority, for promotion to a more complex job. However, he may not be able to handle the new job and taking it would result in a failure experience. Small businesses are also favored over large concerns because of the relative ease of placement and supervision in the small business operation.

Although the point is debatable, it is generally felt that full-time employment is preferred over part-time employment during the final school year. This preference is supported by the assumption that full-time employment will better prepare the student to the adult work situation he will enter on leaving school .

Systematic follow-up of students after they have completed the work-study program is often neglected. It is recognized, however, that postschool follow-up is important for it provides the most valid measure of success of the school program in meeting the needs of the slow learner. Another justification for regular follow-up contacts is to keep in touch with employers who may be able to accept students for work placements on a continuing basis.

One of the most encouraging aspects of work-study programs is their favorable effect on the dropout rate of slow learners. Existing programs report a marked decrease in dropouts when comparing the rate before a work-study program was instituted. The reasons for this are several: 1) the work-study program is accepted as a part of the regular school program; 2) students are successfully placed while they are in school and continue their employment after graduation; and 3) the work-study program makes sense to slow learning students whose major concern is vocational education leading to a job and a place for them in the adult community.

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